

ALBERTA - FIFTIETH ANNIVERSARY

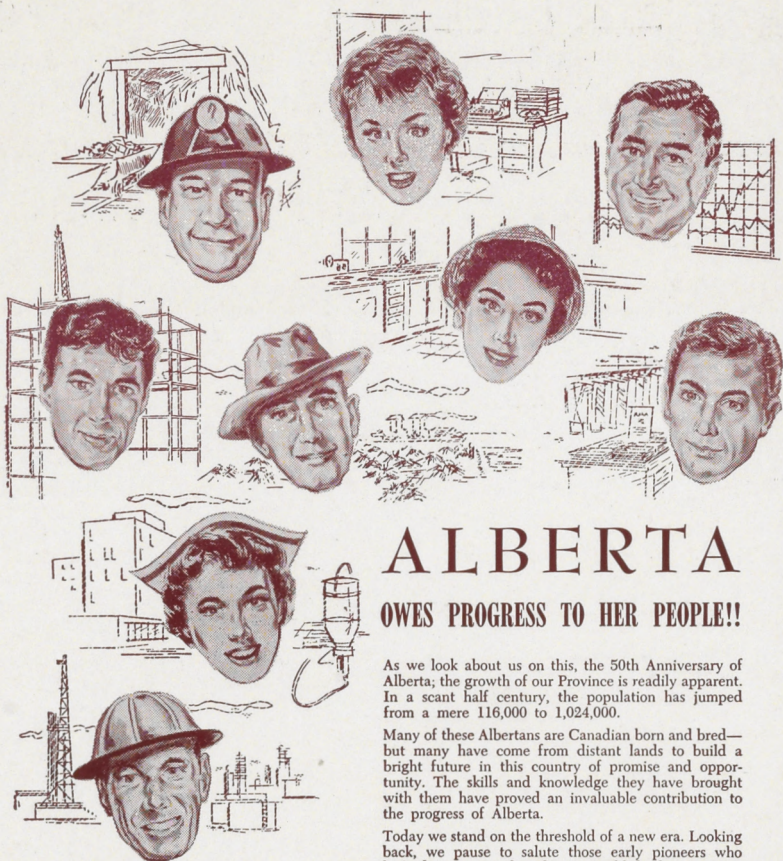
*the* **ATA**  
magazine

OFFICIAL ORGAN OF THE  
ALBERTA TEACHERS' ASSOCIATION



JUNE, 1955





# ALBERTA

## OWES PROGRESS TO HER PEOPLE!!

As we look about us on this, the 50th Anniversary of Alberta; the growth of our Province is readily apparent. In a scant half century, the population has jumped from a mere 116,000 to 1,024,000.

Many of these Albertans are Canadian born and bred—but many have come from distant lands to build a bright future in this country of promise and opportunity. The skills and knowledge they have brought with them have proved an invaluable contribution to the progress of Alberta.

Today we stand on the threshold of a new era. Looking back, we pause to salute those early pioneers who braved so many obstacles to establish the Province. Looking ahead, we see a happy, united people achieving the goal of even greater progress and prosperity than we enjoy at this time.

*This year Alberta is celebrating her Golden Jubilee, and her people are joining together to affirm their great faith in the Golden Province of the West.*

*Alberta* **GOLDEN Jubilee**

**GOVERNMENT OF  
THE PROVINCE OF ALBERTA**





# ALBERTA

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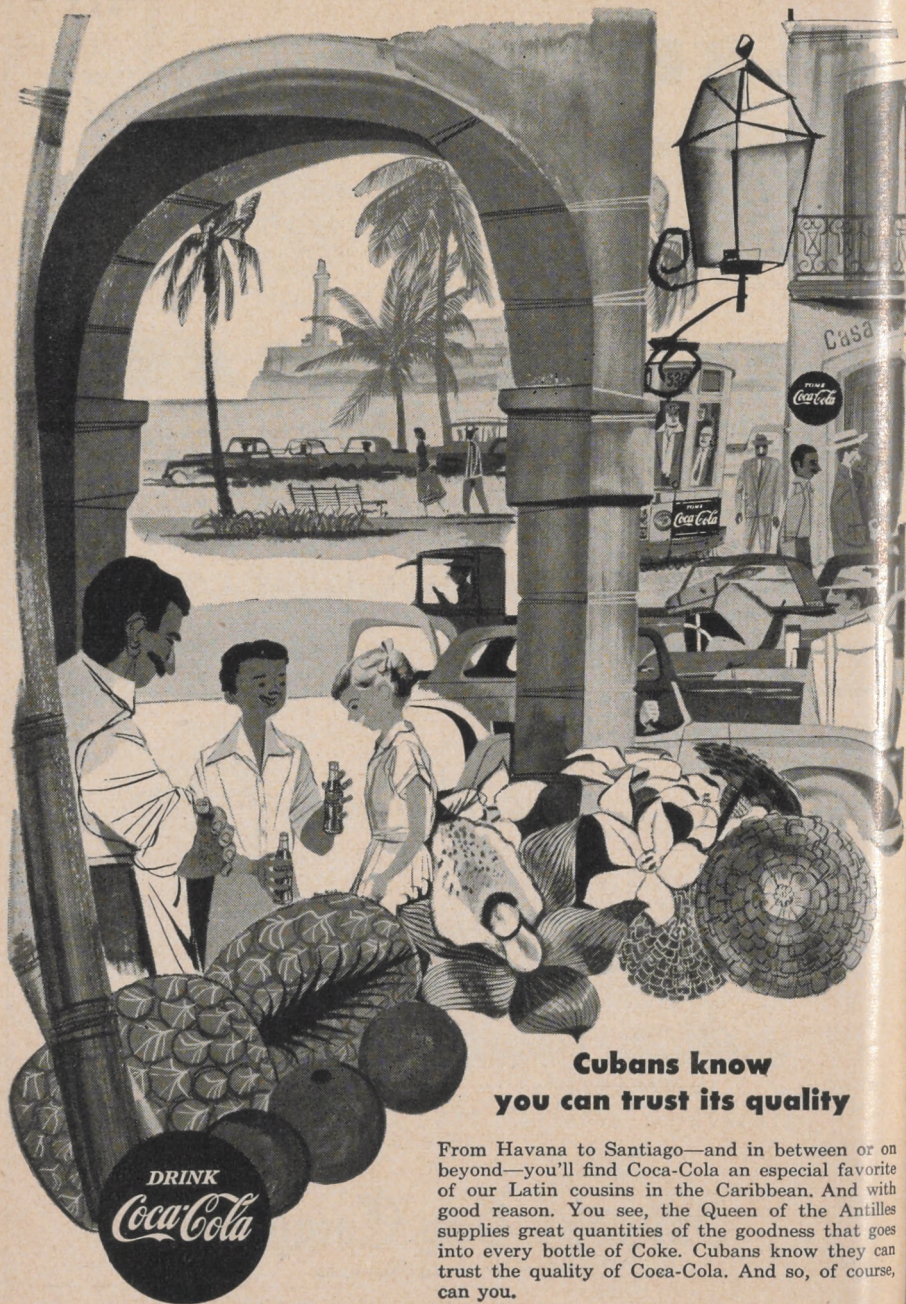
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## COVER STORY

Our jubilee cover shows the provincial crest surrounded by symbols of Alberta's industry and wealth.

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## **A DEBT TO THE PAST**

It is fitting that Albertans pause in their march towards tomorrow and reflect on the past. Most of what we have and what we are, are the gifts of those who went before us. The debt Alberta and Albertans owe to our pioneers is not measured easily.

How is the debt of one generation to another repaid? Not in dollars and cents, nor in pious platitudes. Such debts are hereditary. The obligation is discharged only by contributing the same vision, faith, courage, and planning for the future as was invested by our pioneers.

Men and women with ideas are the stuff of progress. Alberta pioneers had vision, faith and courage in a raw, new land. Their sons and daughters will be pressed to match these qualities in their plans for a bigger and better Alberta.

## **VISION AND DEDICATION**

Nearly 40 years ago, a handful of teachers formed the Alberta Teachers' Alliance. They dedicated the infant organization to the improvement of education, to teachers and teaching. How well they planned and worked is a matter of record.

There was something great and inspiring in the goals these men and women set for themselves. In their day, their presumption was dismissed as arrant impertinence. And yet their dreams came to pass. It is a tribute to the thought and the actions of those pioneers that the objectives set decades ago have been realized.

Plans like these don't just happen. They are the fruit of ideas, of vision. To be accepted generally, they must be justifiable and must be presented with a single-minded dedication over the years. Criticism, persecution, and defeat are the perils that beset high ideals and bold concepts. But without vision progress cannot exist.



Education needs badly men and women like the Stanley's, Newland's, Barnett's, Peasley's, and Crawford's. Their restless spirits created controversy and spurred action. None could or dared rest on accomplishment with these captains marshalling the attack on new beachheads. Unlike ourselves, they had no need to fear the insidious decay of self-satisfaction nor the lack of vision of new worlds to conquer. Frontier thinking, conviction and bold action are as priceless now as then.

Perhaps some restive soul will spark new concepts in education as revolutionary now as those born decades ago. Some forthright thinker will emerge to grapple as directly with our educational and professional problems as did those who passed before. And problems there are.

Parallel to the ceaseless struggle to improve the economic position of the teacher in society is the battle to improve the service of the teacher to society. Current views of methodology, of curriculum, of teacher education, are a hodge-podge of the archaic, the expedient, and mysticism. They reflect British and American influence but little that is purely Canadian. A challenge and an obligation rests with us. Let us not fail in our duty.

### ***Notice Regarding Refund Pension Contributions***

According to a regulation of the Board of Administrators, effective since July 1, 1954, **refunds of contributions will not be paid until four months after August 31, or the date of the last contribution, whichever is the earlier.** This regulation is necessary for the following reasons.

1. All contributions must be received and posted before refund payment can be made.
2. This regulation protects the teachers who have resigned in June or July, with no intention of teaching the following year, but who change their plans and return to teaching within a few months. A teacher who accepts a refund of contributions, in whole or in part, relinquishes all benefits in the Fund.
3. This regulation helps to avoid unnecessary costs in office administration.

**Eric C. Ansley,  
Secretary-Treasurer,  
Board of Administrators.**



# Fifty Years of

**F**IVE decades of education in Alberta have been marked by significant developments. It is interesting to recall selected events and to comment upon the part played in them by teachers and administrators of my acquaintance.

## The community and the school in 1905

Alberta's population in 1905, totalling little more than 100,000, was mainly rural. Trading centres were at horse-and-buggy distances away. Because transportation was slow and difficult, schools were with few exceptions, local and ungraded. All teachers who were qualified under the Territorial Government were given provincial certificates. No summer school attendance was required to validate certificates issued in Eastern Canada. Since there were fewer than 600 high school pupils in the province, no grade limits were placed on the teaching privileges conferred by any certificate, a policy that lowered standards appreciably in the late 1920's and early 1930's when senior high school grades, which were to be found in almost every rural school, were being taught by Grade XI or Grade XII graduates. In 1905 nearly 50 percent of the pupils of the province were enrolled in Standard 1; only 2 percent were in high school grades. There were fewer pupils in high school grades than there are today in Strathcona High School. A school was considered satisfactory if, holding pupils in attendance to the end of Standard III or IV, it gave them a fair mastery of the '3 R's'. History and geography had long held an established place in the curriculum. Nature study, home economics and agriculture were struggling with limited success for recognition, society being slow to add

frills to a curriculum that had served well in the past. The teacher had all the freedom and independence associated with a salary of \$600 a year. Teachers were not professionally organized; each teacher was 'on his own'; each dealt individually with his own school board. Generally the teacher came away 'second best' from the negotiations because he had no way of knowing how good 'second best' was. Professional schools of education were expanding in the United States but as yet they were not attracting Canadian students. Both the 'what' and the 'how' of teaching were rather definitely prescribed, the 'what' by the course of studies, the 'how' by the inspector of schools.

Since 1905, the work of teachers, trustees and the Department of Education has expanded greatly. The school population has increased 700 percent; the curriculum has had three revisions; teaching has become much more professional. What are the highlights of our 50-year history?

## Then and now with the school trustees

The Alberta School Trustees' Association was organized in 1907. Two years later 104 districts were contributing to its annual budget of \$240. The records of the early secretaries, Mr. James McCaig and Dr. Melville Scott, indicate that school trustees in their annual conventions were interested mainly in the one topic, "What Should be Taught in the Schools?" Manual training and home economics were recommended by president Tory of the university as basic subjects for every school in the province; compulsory medical inspection, according to the association's president, Dr. Ferris, was a **must** because immi-



# Education in Alberta

M. E. LaZERTE

grants were arriving everywhere, every day, with everything: the correct literature for inclusion in the prescribed or supplementary list for elementary grades as recommended by Dr. Broadus, head of the university's Department of English, should include *Popular Tales from the Norse*, *Grimm's Fairy Tales*, *The Iliad*, *Uncle Remus Stories*, and *Kipling's Jungle Book*. We note in passing that home economics never became a popular subject in rural schools, that ten years later town and city teachers were protesting against agriculture as a compulsory subject of study for urban children and that *The Iliad* is not yet on the reading list for primary grades. Today the Alberta School Trustees' Association takes the curriculum for granted; it is content to worry about money only.

## Changes in the teaching profession

Two world wars and a dozen years of international tension have greatly changed public thinking. Parents are no longer satisfied to have the '3 R's' as the major part of the school's curriculum. The school has been forced to take over many responsibilities from the family, the church, the community, the office and the factory. The school is asked to develop habits of cooperation, international mindedness, wholesome and integrated personalities and an understanding of modern society and of its interlocking relationships. Not only has teaching been changed by pressures from without, it has been changed from

within. With the development of graduate schools of education and the impact of science upon the school's work, teaching has become more professional, more difficult and more technical—a science as well as an art. We are now in 1955, however, in a transitional stage when educational ideas of neither the general public nor the educators have been clarified. The public still sees teaching much the same as it was 50 years ago, an easy job that can be done satisfactorily by anyone who can read, write, spell, help children memorize the socially useful facts of history and geography, and, above all, keep discipline. Many teachers and administrators have neither substituted new curriculum concepts for the old nor redefined the terms 'teacher' and 'teaching' in terms of 1955 requirements. Many inexperienced teachers and students in training are quite confused by new techniques of guidance and evaluation and by vague psychological and philosophical phrases such as 'integrated personality', 'education of the whole child' or 'scope and sequence' of curriculum topics. These people regard themselves as uninitiated, not untaught.

In spite of the difficulties of adjusting old concepts and practices to new educational developments, there has been a very definite improvement in educational standards. In 1905, 73 percent of Alberta teachers held only Second Class Certificates; today 26 percent of all teachers are university graduates and 50 percent of all teachers in training are registered in programs of second, third, fourth, and fifth university years.

The Alberta Teachers' Association, originally the Alberta Teachers' Alliance, organized in 1917, must be given



its due measure of credit for educational progress in the province. Among the goals set by the Alberta Teachers' Association in 1920 that have been reached only in recent years, were (1) large units of administration to replace small, local school districts, (2) all teacher training given by the University of Alberta and recognized for degree credit, and (3) a teaching profession act with a code of ethics observed by all persons holding professional certificates. Not satisfied with past accomplishments the Alberta Teachers' Association still looks to the future. Under the able leadership of the present general secretary-treasurer, Eric C. Ansley, the assistant general secretary, Fred J. C. Seymour, and the executive assistant, W. Roy Eyres, the Alberta Teachers' Association, while extending and improving services for Alberta teachers, works continuously with school trustees and the Department of Education for the improvement of all phases of public education. With the first 20 years of Alberta Teachers' Association history the name of John W. Barnett will long be associated. Messrs. Ainlay, Hyde, Hicks, LaZerte, Niddrie, Powell and others, who accompanied J. W. B. on many of his journeys over Northern Alberta know better than do many the extent to which John gave his life in service to the teachers of this province. At times some of John's travelling companions thought he might give more than one life to the cause as in Grey Dort or Mercury they flew over roads, through ditches or along a railroad right-of-way—neither car nor passengers equipped with landing gear.

### **The school population**

In 1905 the enrolment in elementary grades was 23,667; in high school grades, 565. By 1930 these two enrolments were respectively 5 and 37 times their 1905 figure. During the twenty years between 1930 and 1950 the enrolment in elementary grades decreased 8 percent while that in secondary grades increas-

ed 50 percent. At the present time the enrolment in elementary grades is increasing rapidly, that in secondary grades remaining relatively stationary, catching second wind for the big spurt ahead. Today about 60 percent of all pupils reach Grade X before dropping out of school; as late as 1915 there were hundreds of rural schools in which no pupil had ever been enrolled in grades above the fifth and sixth. Today Alberta stands second in the list when Canadian provinces are ranked according to the holding power of their schools. In British Columbia only are retention percentages higher than in Alberta.

### **Inspection of schools**

The Government of the Province has always tried to inspect and evaluate the work of all schools at least once a year. Inclement weather, gumbo soil and the rough trails of earlier years occasionally prevented an inspector from reaching a remote district. You may not have heard the story of one of my colleagues of early days, who, when he called on one particular local school board chairman, was told angrily and repeatedly that the last inspector was dishonest, had never visited the school, and in fact never been within ten miles of the place at any time, yet had sent in three inspector's reports. My friend listened attentively, looked wholly dejected about it all and replied sympathetically, "No. That certainly wasn't honest. No inspector should send in a report unless he gets within at least three miles of a school."

When the province was formed there were 628 classrooms under three inspectors of schools; today there are 6,552 classrooms in the 52 superintendencies of the province. With the organization of the school divisions, superintendents of schools became advisers to divisional boards responsible for the efficient administration of the schools of the divisions. As a result, the time of the superintendent is now so given over



to administration that little supervision of instruction is possible. Administration should always remain the servant of education. One must not forget that teachers and pupils are the important people in the school system. Either the school divisions or the government may soon find it necessary to appoint supervisors to work with classroom teachers for the improvement of instruction.

### Teacher training

Alberta began its teacher training program on January 3, 1906, in temporary quarters in Calgary with 16 students and 2 staff members, Mr. George Bryan, principal, and Mr. James McCaig, vice-principal. From such beginnings we have progressed until the Faculty of Education now has a staff of 31 and a student body numbering 1,082.

Alberta scored one of its firsts in education in 1945 when the University of Alberta was given the responsibility for training all teachers, elementary and secondary. Since that time, summer sessions as well as winter courses have carried full undergraduate credit with the result that over 1,000 elementary grade teachers are now completing degree requirements by summer session attendance. Since teacher training was integrated 10 years ago, the number of teachers holding university degrees has increased 160 percent.

Your speaker attended the Calgary Normal School when it opened for its fifth year. Well does he remember his first teaching assignment—a nature study lesson with Standard II—topic: the horse. Can you think of any assignment more made to order for one whose early years had been spent on a 200-acre Ontario farm? A six-foot classmate from the Maritimes wasn't so fortunate. He faced a Standard I, Part II class for the reading lesson, "I see a ship a-sailing". The picture of a sailing vessel, drawn on the blackboard in advance of the lesson, was carefully hidden behind a screen. The children got the lesson off to a good start by snapping fingers loudly and shouting, "Yes",

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**Postscript to the past and prediction for the future—Dr. LaZerte's address to the banquet of the 1955 AGM is particularly suited to our Jubilee issue.**

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in unison many times when asked if they had seen an ocean and if they had ever seen a ship. Unfortunately, they brought the lesson to an abrupt ending when, the drawing being exposed, they all shouted, "No", when asked if the ship they had seen looked anything like the one drawn on the blackboard.

I remember thinking that psychology was a queer subject—I discovered years later that it wasn't the subject of psychology that was queer, but rather the text. Halleck's *Psychology and Psychic Culture*. I am certain I would have failed the final examination in psychology had I not sat patiently for several hours on the banks of the Bow River in the shade of Louise Bridge being instructed and tutored by my friend and classmate, Charlie Peasley, who later in 1911 followed his pupil to Medicine Hat where he has since given 44 years of uninterrupted service to the schools of that city.

To compensate for practice-teaching lesson plans, reed and raffia work, note-taking and examinations, we had Dr. E. W. Coffin, whose optimism, friendliness and keen sense of humour carried us joyously through the term as he explored with us the depth of Laurie's texts on language.

My Normal School classmates and I proved we were quite ready to handle the practical problems of Alberta's schools by answering questions such as these taken from the final examination paper:

1. Write brief notes upon Persian and Athenian education.
2. Outline a lesson on the cat for Part II.
3. A pupil memorizes solutions and



proofs on geometry. How could you overcome this?

4. Distinguish between grammar as an art and grammar as a science.

Teacher training has had its ups and downs. In 1945 Alberta assumed the leadership role in teacher education in Canada by requiring two years of education and training beyond senior matriculation as a condition of interim certification into the teaching profession. While other provinces have since followed the example set by Alberta, this province has retraced its steps and gives complete certification after only one year of training. The minimum period of training in 1905 was four months and for this everyone apologized; today we have a minimum training period of six weeks. I mention these regrettable facts only to suggest that the dilemma in which we find ourselves today may be only the natural result of 50 years of short-range policies in the field of teacher education. If the responsibility for training teachers had been in the hands of business or industry it might have been solved long ago—probably with the aid of federal subsidies.

### **The changing curriculum**

From the Northwest Territories came the province's first curriculum, practically as planned years earlier by Dr. Goggin. It was designed for Standards I to V of the elementary and Standards VI, VII and VIII of the high school. In 1912, a committee under the chairmanship of president Tory of the University of Alberta re-arranged this program to fit Grades I to XII without effecting any change in it. In 1929-1934, under Dr. McNally, a second revision of the curriculum was made, this one putting flexibility as the keynote in the selection of subject matter for all grades and changing from an average mark to units in the recording of high school credits. This third curriculum continued in use until 1935 when a major revision was made under the supervision of Dr. H. C. Newland. The curriculum up to this time

leaned heavily on memory, discipline and routine methods in getting children to learn prescribed subjectmatter. The new curriculum took as its goals the development of initiative, resourcefulness, individuality, critical judgment, social mindedness, and an understanding of social relationships. A new philosophy of education was accepted. The enterprise method was prescribed for elementary grades. Emphasis was placed on gathering, classifying and evaluating data and on reasoning with the resulting facts. Credit weightings instead of units were attached to high school subjects. Specialized high schools were eliminated; a core curriculum with options became the pattern for all programs. A new and difficult curriculum had its birth.

The old curriculum was relatively easy to apply, yet it failed; it was replaced by one more difficult to understand, interpret and apply. Had certification standards been raised we might have coped with either the old or the new program. However, standards were not raised. With a new curriculum geared to high levels of professional competence many teachers became confused. The plight of the unsuccessful is illustrated fairly well by the problem confronting a student-teacher in one of my 1951-52 classes, who asked this question, "Dr. LaZerte, how can we teach mathematics the way we see you teaching it in the laboratory and yet educate the whole child?" How clearly the problem stands revealed. Lacking the necessary basic education and led astray by words with hidden and obscure meanings, this student-teacher was looking for some magic formula, something new, something progressive, little realizing that nothing very new is to be found without long and serious study and that her main business for the next few years is to learn how to teach—and I mean **teach**.

Instead of the little printed courses of study of 1905 we have today thousands of pages of programs, bulletins and textbooks distributed as aids to



teachers. While pupils must experiment, think and be 'enterprising', apparently teachers need do less. The thousands of pages of curricular material being distributed today are made available because administrators lack faith in the professional competence of many who have been certificated. From appraisal to submission, to uncritical acceptance is but a few short steps. Herein lies danger. When correctly interpreted, the modern program of studies outlines procedures for leading pupils to a true understanding of principles basic to the solution of real problems. The old curriculum failed because teachers did not make the necessary association between symbols and meanings. The new curriculum is failing because it is understood by too few teachers and administrators. As is the teacher, so is the school—new theories, new texts, new curricula and new handbooks notwithstanding.

### Examinations

The fact that the new curriculum is to be lived while the old one was to be learned, partially explains the changed attitude towards examinations and the homework that inevitably precedes them. The following sample questions from the Standard V examination of 1906 besides illustrating the old-type examinations suggest also that the Grade IX or Grade X of today is about the equivalent of the old Standard V.

1. Name the chief imports and exports of Canada, Great Britain, India, and France.
2. Draw a tangent to a circle through a given point outside the given circle.
3. A note made Jan. 13, 1903 at 60 days for \$142.50 was discounted at a bank Jan. 19, 1903, at 6 percent. Find the proceeds to the nearest cent.
4. State briefly the conflict between the Crown and parliament which began in the reign of James I, stating causes and results.
5. Analyze the given selection fully showing clearly the kind and relation of the subordinate clauses.

Some of us remember the strenuous days of May and June just before final examination time. We know why President Ferris said to the Alberta School Trustees' Association in 1909, "In many cases the hours of study are too long. There is an overload of homework . . . too much cramming and too many strenuous struggles at the term-end examination time. Why should the fast-growing girls of today be made the hystericals, the neurostenics and the childless wives of tomorrow?" If Dr. Ferris were addressing the association today he would express no such worries.

Essay type examinations were used exclusively by the Department of Education until 1931 when the Education Society of Edmonton persuaded the Minister of Education to experiment with short-answered type examinations in History 2 and Physics 1. The Education Society prepared the tests, marked the papers and analyzed all results. The society's report to the Minister of Education, the Honourable Perren Baker, favouring as it did objective type examinations, led to new examination procedures which have been continued ever since.

### Changing problems of administration

When the local school district was the unit of administration, school boards tried to meet the needs of secondary school pupils by adding high school classes to the ungraded schools, a policy that weakened instruction in elementary grades and too seldom provided satisfactory teaching for the high school pupils. Consolidation of schools gave a measure of assistance to the latter but it was not until the school division became the unit of administration that suitable secondary education became available to the children of rural Alberta. Today central, graded schools are quite generally provided for rural pupils of elementary, intermediate and secondary school grades. Conveyances operate over more than 1,000 routes; 25

*(Continued on Page 46)*



# Large Units of in

It is fitting in this year of jubilee in Alberta that we take stock of the progress that has been made in this province and that we pay tribute to those citizens whose vision and hard work made advancement possible. In the field of education marked improvements have been made, particularly in the rural areas. In this regard the greatest improvement has taken place since the formation of the large units called school divisions. I wish to tell you of the service that has been rendered by these divisions and to acknowledge the debt of gratitude the people of Alberta owe the men who made them possible.

Fifty years ago, even in the towns and villages of Alberta, the majority of the children could not hope to receive more than the equivalent of a present day Grade VIII or Grade IX education. Today, practically every child, whether he resides in a rural or an urban community, can receive free schooling up to and including Grade XII. Furthermore, if in high school he has demonstrated his ability to do so, he can receive at very reasonable cost higher education in the state-supported University of Alberta.

During the pioneering period, the small local school districts met the most urgent educational needs of the province quite well; however, conditions changed and the people in the older rural communities realized that the one-room rural school could not give their children opportunities comparable to those enjoyed by children in urban communities. As a consequence, there was a growing demand for change in rural

J. C. JONASON

school administration although there was no general agreement on the changes that should be made.

By the end of the second decade of this century laymen and educationists were deeply concerned about improving rural education. In 1924, Mr. G. W. Gorman, the chief inspector of schools for Alberta; in his report on the operation of schools (throughout the province), enumerated the principal weaknesses of the school administration of that day and made a strong plea for reorganization that would bring about equality of opportunity for all children to obtain a good education, regardless of where they were living in the province. He asserted that:

Equality of educational opportunity is impossible until the principle is put into practice that every dollar of wealth, no matter where it exists, shall bear its just share in educating the children of the province, no matter where they happen to live.

During the next ten years rural school administration reform was the most contentious educational problem engaging the attention of Albertans. The Honourable Perren Baker, Minister of Education in Alberta from 1921 to 1935, was a strong proponent of large units of school administration. Indeed, it was what came to be known as the Perren Baker Plan that constituted the frame-



# School Administration Alberta

work of the large unit scheme which finally replaced the local district administration in Alberta.

In 1928, the Minister introduced a bill in the Legislature to give effect to his plan but it was violently opposed with the result that the bill was dropped after second reading. A second attempt in 1930 to pass the bill in modified form was defeated.

In 1934, the Alberta Legislature set up a legislative committee to study the problem of rural education in Alberta. On April 12, 1935 the committee's report to the Legislature was adopted. It included among other recommendations the following:

That the Department of Education give careful study to the question of the larger unit of administration, in an effort to evolve a plan that will permit of the bringing of rural schools to a higher degree of efficiency, and that will, at the same time, be acceptable to the people of the province.

In the summer of 1935 a provincial election was held. A new political party, the Social Credit Party, headed by Mr. Wm. Aberhart, principal of the Crescent Heights High School of Calgary, contested every riding in the province in opposition to the United Farmers of Alberta Party, which at that time was in power and the traditional Liberal and Conservative parties that constituted the opposition. The main plank of the new party's platform was monetary reform but it also advocated quite strongly the setting up of larger units to take the place of the small rural

school district administration. The new party gained 57 out of the 63 seats in the Legislature. Mr. Aberhart became Premier of the Province and assumed the portfolio of Minister of Education. He set about immediately to implement the promise to establish the larger school units.

His first step was to undertake a program of public education as to the need for rural school administration reform. A very readable, brief, yet comprehensive brochure was published by authority of the Minister of Education and widely distributed throughout the province. It analysed the weaknesses of the small rural school district organization, outlined the new system that the government hoped to introduce, and set forth the advantages that it was hoped would accrue from adopting the new plan. By the time the Legislature met the following spring, enabling legislation had been planned, for the approval of that body, that would give the Minister of Education authority to establish larger units of rural school administration when and where he deemed that conditions warranted taking such action.

As has been stated, by the twenties, people were fully aware of the need for reorganization of the rural school system, but during that prosperous period they were quite content to follow a 'laissez-faire' policy in the hope that some easy solution could be found. It was not until the economic depression of the thirties brought the costly inefficiencies of the small district administration into sharp relief that academic



discussion of the problem was ended by definite action. The major weaknesses of the local school district system were the following:

**Inadequate instructional program—**

The local districts were so small that they could not afford to offer diversified instruction even at the elementary school level, and as for high school instruction being offered it was practically impossible to do so. Very few rural pupils attended high schools in urban centres. This inequality in opportunity for high school education in rural as compared to urban school districts was one of the gravest weaknesses of the former.

**Inadequate classroom supervision—**

Professional classroom teaching supervision was totally inadequate. The inspector of schools had so many schools in his inspectorate that it was humanly impossible for him to give adequate supervision to classroom activities.

**Taxation support unsatisfactory—**

Using the rural school district as an educational taxation base resulted in an inequitable distribution of the costs of education. The haphazard formation of rural school districts had led to schools being formed first in the most productive areas. The remaining areas were later organized into districts, some of which were unsuitable from the standpoint of geography, size or the ability of the residents to support a school. It was not surprising therefore to find wide disparity between the mill rates of adjoining school districts.

**Costly operation—**The small districts did not operate economically. Such items as secretarial services, auditing, insurance, building and repairs, and the purchasing of supplies in small quantities cost the ratepayers dearly for the services received.

**Frequent teacher change—**Perhaps the worst feature of the small rural district administration was the constant turnover of teachers. It was the exception rather than the rule for teachers to remain in a district for more than one year. The main reason for

this was that employment conditions for rural teachers were far from being attractive. The following extract from a departmental report sums up the situation quite succinctly:

Under the old system the teacher had little security in tenure of her position. She was subject to local attack by individual parents, groups of parents, or even by trustees themselves, for causes quite unrelated to her teaching ability. Local boards had scant means of judging the suitability of a teacher for a particular school. Her salary did not increase with her efficiency and experience. Often it was in arrears.

One would think that with all these weaknesses the smaller unit of administration would have been replaced quickly by a more efficient one, but forces such as false local pride, the desire by certain office holders to retain local authority, and the fear of increasing educational costs were powerful obstacles that had to be overcome before the small unit of administration was replaced by a larger, more efficient one.

Among the first major legislative enactments of the Social Credit Government was one to incorporate a whole new section in *The Alberta School Act* enabling the Minister of Education to set up large units of school administration. Premier Aberhart, as Minister of Education, had no difficulty in piloting this important legislation through the House. This was in the spring of 1936.

Steps were immediately taken to organize eleven large units or school divisions. This was done under the direction of Dr. G. F. McNally, the Deputy Minister of Education, and Mr. E. L. Fuller; the chief inspector of schools for the province. Tentative plans were made for organizing the school divisions. Meetings were held at suitable centres in each proposed division to explain the new plan to the electors and to give them an opportunity to voice their opinions. These meetings were addressed by the local members of the Legislature



and by the inspectors and other departmental officials. When plans were finalized, orders establishing the divisions were gazetted and all the requirements in regard to nominations and election of trustees carried out. Accordingly the first eleven school divisions came into being on January 1, 1937. These amalgamations included 762 of the 3771 districts in the province and a major step had been taken in reorganizing the school administration of Alberta. Eventually the province was practically blanketed with 57 school divisions, though recently some of these have been converted into county units.

At first the divisions were composed of rural school districts but *The School Act* provided for the admission of village, town and consolidated districts. A large number of urban districts have been incorporated in the divisions by mutual agreement and this arrangement has been very beneficial to both the rural and urban districts that have united.

The first year the school divisions were in operation was an important one. The divisional boards and their administrative officers were confronted with

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**Dr. J. C. Jonason is superintendent for Clover Bar School Division. This article was prepared for the Faculty of Education Radio Series and was broadcast over radio statio CKUA.**

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many and varied problems. Their experience served to pilot the divisions formed in later years, enabling them to profit by the successes and the errors of the first eleven.

The members elected to the divisional boards were men and women of wide experience in school affairs. The divisional secretaries were for the most part men with a background in school or municipal secretarial work, and the divisional superintendents well-trained men with many years of successful experience in school administration. They deserve high praise for the faithful and efficient work they did in making the new venture in school administration a success.

In recognition of their services, here are the names:

Division	Chairman	Superintendent	Secretary
1. Berry Creek	J. Hannaford	J. C. Jonason	T. E. Heaton
2. St. Mary's River	R. Christie	J. F. Hamilton	Z. W. Jacobs
3. Foremost	O. F. Solberg	H. A. Macgregor	D. Terriff
4. Cypress	W. J. Perry	H. C. Sweet	F. G. McLaughlin
5. Tilley East	C. M. Olson	H. C. Sweet	F. G. McLaughlin
6. Taber	F. Kerkhoff	R. V. McCullough	B. L. Cooke
7. Lethbridge	J. J. Tiffin	O. Williams	C. G. Peterson
8. Acadia	J. W. Hurman	C. M. Laverty	C. G. Peterson
9. Sullivan Lake	J. A. Cameron	J. C. Jonason	H. K. Fielding
10. Peace River	W. J. Williams	G. L. Wilson	R. B. Manly
11. Lac Ste. Anne	D. Monroe	J. D. Aikenhead	F. W. Wiggins

Over 18 years have passed since the formation of the first school divisions and it is now possible to assess the results of that change. There can be no doubt that the main objectives in establishing the larger units of administration have been realized in good measure. In various ways the educational oppor-

tunities of rural pupils have been improved greatly and it can be said that the high school opportunities for rural children are almost on a par with those of children in the cities and towns. As centralization proceeds and more and more of the rural children in the elementary grades have the privilege of at-



tending graded schools their opportunities will approximate those of urban children.

The quality of instruction has improved because the divisions have been able to centralize many rural schools and give to the children the benefits of graded-school instruction. The physical set-up in these schools is as good as that in the better urban schools and the instructional and recreational equipment is of a high standard.

Supervision of instruction has improved. The classroom supervisory load of the superintendent is much lighter than that of an inspector under the old system, there being more than twice as many superintendents as there were inspectors. In addition, some divisions have appointed helping teachers and assistant superintendents to assist the superintendent with the improvement of instruction. Such extra assistance has been very valuable.

There has been a diminishing of teacher change. Better working conditions and improvement in salary schedules has tended to reduce teacher turnover. This has had a very stabilizing effect on the operation of rural schools which has been an important factor in improving instruction.

Although it cannot be contended that the cost of operating the schools has been decreased, yet careful analysis reveals that, dollar for dollar, making due allowance for the inflation that has taken place since 1937, the expenditure on education is yielding better returns today than it did in the early thirties.

Although substantial progress has been made during the past 18 years, there is one problem confronting the rural areas which is still a major one, namely, teacher recruitment. Although centralization of schools, the offering of bursaries to assist students to take teacher training, and the improvement of salaries, working conditions and living conditions for teachers has helped to meet this problem, they have not been the means of solving it permanently. The teacher shortage is in a sense a re-

flection on the thinking of our generation. Success today is measured by the majority of people in terms of dollars and cents and of social status. There will always be a certain number of missionary-minded people of good ability who will volunteer to teach regardless of the monetary remuneration they receive. These people never have been numerous enough to fill all the teaching positions and it is very doubtful that the time will ever come when they will be numerous enough to do so. In the meantime, the only prospect of staffing our schools properly is to make the rewards of teaching, in terms of salary and social status, equal to that of any other profession.

As we review the achievements of the larger units, we see that they were able to finance the building of modern school plants; to equip them with good instructional and recreational equipment; by means of modern conveyances, to assemble pupils in sufficient numbers to establish graded schools; and to make provision for improved supervision of instruction. All these achievements are very noteworthy, but they will have been in vain if the schools are not staffed with well-trained men and women of good ability who regard teaching not merely as a job that will enable them to make a livelihood but as a means of attaining true happiness through serving mankind, for in the last analysis no school is better than the teacher in charge of it.

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**According to the Annual Report of the Department of Education, 1954 there are 59 divisions and counties and 200 school districts not in divisions or counties.**

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*Most dreams have wings  
But it's crystal clear  
That few of the things  
Have landing gear.*

—Richard K. Armknecht



# Milton Ezra LaZerte

ERIC C. ANSLEY

MILTON Ezra LaZerte was born at Dixon's Corners near Iroquois, Ontario, a beautiful village on the St. Lawrence River, only a mile from the new St. Lawrence Seaway. He graduated from the Iroquois High School, where his principal was the late T. E. A. Stanley, a past president of the Alberta Teachers' Association, and a teacher in Calgary until his retirement in 1936.

After leaving high school, Dr. LaZerte attended the University of Toronto, graduating in 1909 with a degree of bachelor of arts in honours mathematics and physics. He then taught one of the lower grades in his home school at Iroquois. He had no training as a teacher. His licence to teach was what we would call a 'permit'.

In 1910 he came west to look things over, as so many young Ontario men did at that time. He liked the west, and enrolled at the Calgary Normal School. It is interesting to note that, at this time, the course for teachers was only three months.

He taught school at Hardisty for one year, and then went to Medicine Hat as principal of the Alexandra High School, where he succeeded Dr. Clarence Sansom, another of Alberta's great teachers. He left Medicine Hat in 1913 to become inspector of schools. He was the inspector at Bassano, Macleod, Vegreville, and in the City of Edmonton until 1924, with the exception of the period from 1917 to 1919, when he served overseas with the Fifth Siege Battery.

He continued his studies and obtained his master of arts degree at the University of Alberta in 1925, and his Ph.D.

at the University of Chicago in 1927. At the University of Chicago, he studied under one of America's greatest psychologists, Charles H. Judd, Director of the School of Education. The hundreds of teachers in Alberta who have read some of Judd's books, and who have sat under Dr. LaZerte in class, know that Judd made a tremendous and lasting impression on the young inspector from Alberta.

Dr. LaZerte was appointed to the staff of the University of Alberta in 1924, where he remained until his retirement in 1952. His original appointment was to the psychology department of the Faculty of Arts and Science. He retired as dean of the Faculty of Education in 1950, and from the staff two years later.

In 1928, Dr. LaZerte was appointed director of the newly formed School of Education, which became the College of Education in 1939, with Dr. LaZerte as principal. The Faculty of Education was established in 1942 with Dr. LaZerte as dean. In 1945, the university, through the Faculty of Education, was made responsible for all teacher education in Alberta.

Dr. LaZerte has served his professional association in several capacities. He was on the provincial executive of the Alberta Teachers' Association from 1936 to 1941, and president for two years, 1937 to 1939. He was president of the Canadian Teachers' Federation in 1939, and president of the Canadian Education Association in 1951. For his outstanding services to education, the Alberta Teachers' Association awarded him an honorary membership



in December, 1950. He is also an honorary life member of the Canadian Teachers' Federation and of the Canadian Education Association. In 1950, Dr. LaZerte was elected a Fellow of the Royal Society of Arts, which is the highest honour that can be conferred upon any person in education.

Now, about Dr. LaZerte's contributions to the development of the Alberta school system.

He became interested in educational research and in the methodology of school subjects, especially mathematics and reading. It is to these fields particularly, as they are related to teaching, that Dr. LaZerte has devoted his life work. All the teachers who have taken the old course 476 in educational psychology will know exactly what I mean. This course was a consolidation of what Dr. LaZerte had learned about teaching, especially the teaching of mathematics and reading. After he retired as dean in 1950, he did research work in arithmetic in Grades I-VI in the Demonstration School of the Faculty of Education.

He has published several books, which have been used in Alberta Schools.

*The Development of Problem Solving Ability in Arithmetic*

*LaZerte Diagnostic Problem Solving Test in Arithmetic*

*Number Highways, Grade III to VI*  
(Co-author)

*Mathematics for Today*

In addition, he has prepared, but has not published as yet, a series of textbooks for Grades I-IV, entitled *Numbers Tell Their Story*.

After his work in schools, in the field as inspector, and at university, Dr. LaZerte came to the conclusion, that the best way to improve the schools would be to improve classroom instruction; that the only way to improve classroom instruction would be to improve teacher education; and, most important of all, he was convinced that it takes at least four years after Grade XII to educate a teacher properly.

Dr. LaZerte is known as the 'Teacher

of Teachers' because of the improvements he has brought about in the education of teachers.

When Dr. LaZerte came to Alberta, practically all of the public school teachers, and some of the high school teachers, had Grade XI standing only, and three months' training in a normal school. Only high school teachers, and not all of them, had university training. In 1924, about one teacher in twenty had a degree. Today, one-fourth of all of the teachers in Alberta are university graduates. This improvement in the qualifications of teachers is due, in a large measure, to Dr. LaZerte, who has given the best years of his life to the raising of qualifications of teachers.

The system of teacher education that Dr. LaZerte found in Alberta was just like that of Ontario, and the other older provinces of Canada—high school, often Grade XI only, and a few months in a normal or model school. Graduates of the normal school were given an interim certificate, which was made permanent after two years of successful teaching. High school teachers only were expected to have degrees. Dr. LaZerte was one of the first men in Alberta, and in Canada, to realize that teaching is a profession, and to advocate that every teacher should have at least four years of professional education before being placed in charge of any classroom, whether it was Grade I or Grade XII.

The steps by which Dr. LaZerte helped to change and to improve teacher education in Alberta, are as follows.

In 1928, the School of Education was formed to educate high school teachers only. Those who enrolled in the School of Education were required to have a bachelor of arts degree. It was not long before most high school teachers had university degrees. But it was not until 1945, when the Faculty of Education was established in the university, to look after all teacher education in Alberta, that the qualifications of teachers in the junior high and elementary schools began to show noticeable improvement.

At the same time the Faculty of Edu-



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**The author, Eric C. Ansley, has known Dr. LaZerte for over 40 years. For more than 20 years he has been closely associated with Dr. LaZerte in many kinds of work in education. Both have served on the Executive Council of the Alberta Teachers' Association, on the Board of Teacher Education and Certification, on the Discipline Committee of the Alberta Teachers' Association, on the Faculty of Education Council, and on the Board of Directors of the Canadian Teachers' Federation.**

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cation was established in the university, the Board of Teacher Education and Certification was established by the Minister of Education. On this board were representatives of the Faculty of Education, the Faculty of Arts and Science, the Department of Education, superintendents of school divisions and city systems, and the Alberta Teachers' Association.

The terms of reference for the Board of Teacher Education and Certification included the making of recommendations to the dean of the Faculty of Education about teacher education, and to the Minister of Education about certification. One of the first jobs for the new dean of the Faculty of Education, and the board, was to prepare a program for the degree of bachelor of education, which they made equivalent to an arts degree and one year of professional education. Two main routes were provided, one for the elementary school teacher, and one for the high school teacher. At the same time, two years of teacher education was established as a minimum for certification, instead of one year as previously. However, in 1945, the shortage of teachers was becoming a problem, and it was the opinion of the government that it would not be advisable to raise minimum training for certification from one year to two years. A compromise was agreed to by the government, the Faculty of Education, the Department of Education and the Alberta Teachers' Association. It was that temporary certification only would be granted after one year, and that permanent certification would require two years of teacher education. It was agreed that this system of certification

should encourage all those who intended to remain in the profession, to take at least two years of teacher education before accepting employment as a teacher.

I think that it is in the education of teachers, from 1924 to 1950, that Dr. LaZerte has made his greatest contribution to education in this province, and perhaps to Canada as well. It has always been his belief and conviction, that methodology is an outgrowth of educational psychology, that teaching is a profession, that members of the profession must have an organized body of knowledge which separates the group from all others, that teachers are serving a great social purpose, and that society can best be served in the schools by the members of the teaching profession working together in their association to achieve commonly desired objectives, and through their strict adherence to a code of ethics which is self imposed.

Dr. LaZerte has always believed that teachers should be equipped with a set of teaching methods, experimentally derived through continuous research. He believes that to do this requires at least four years of preparation.

Dr. LaZerte has dreamed of the day when every teacher in Alberta will have a bachelor of education degree. That day is not here yet. However, 25 percent of our teachers now have one degree or more. This is one in four. The number is increasing by approximately two percent each year. When Dr. LaZerte's dream about teacher education is reached, it is hoped that the people of Alberta will remember the man who did more than any other person to bring this about—Milton Ezra LaZerte, 'Teacher of Teachers'.



A brilliant, restless intelligence—

## Hubert Charles Newland

MARY CRAWFORD

WE called him "Doc". It was not until 1932, more than a decade later, that Hubert Charles Newland earned the degree of doctor of philosophy cum laude from the University of Chicago—but back in 1918 those closely associated with him in education called him "Doc". I think I know why.

It began in Victoria High School in Edmonton. You see, most of us had come from Eastern Canada—D. L. Shortliffe from Nova Scotia, Morden Long from McMaster and Oxford, Kathleen Teskey from Queen's, C. O. Hicks and R. W. Hedley from Toronto, Edith Chauvin Anderson from McGill, Elmer Luck from Toronto and Leipzig—scholars all. Innocents abroad, come to take positions given up for more lucrative occupations by pioneer teachers like William Rea and Walter Ramsey. In that group, H. C. Newland, a first class honours man in philosophy and classics from the University of Toronto was the leading mind, the arresting voice in every discussion. Most of us had been assisted into the world, in Ontario, and guided along to maturity by the good old family doctor, who diagnosed the disease and prescribed the remedy. That is what Dr. Newland, with his brilliant, restless intelligence did for education in Alberta and Canada—diagnosed the malady and prescribed the cure. So we called him "Doc".

The years after World War I were a time to try men's souls. Scarcely was the ink dry on the Treaty of Versailles when the cry for a better order of living went up all over the western world. Britain, France, Canada had scraped the bottom of the manpower pool to win the war, to give democracy another

chance. This promise must be redeemed. H. G. Wells sounded the clarion call. "It is a race", he said, "between education and catastrophe." Teachers rose to the alert. That meant us. Education for democracy—the most important task and the most difficult. It requires the best minds, well-informed, well-trained, free to search out and follow the truth, and to instruct a new generation to follow the truth wheresoever it may lead. But truth and education had been among the first casualties of war. Where to start? Enlist the young scholars by making teaching a profession as law and medicine are professions.

The movement got under way in every province of Canada. The need was urgent; time was of the essence; the occasion produced the leaders—like H. C. Newland. Dr. Newland was one of a small group of inspiring, driving personalities, like T. E. A. Stanley and John Barnett, to mention only two, who brought the Alberta Teachers' Alliance into being in 1918 and started teaching on its way up to professional status.

In 1920, he addressed the Alberta School Trustees' Association in these words. "The Alberta Teachers' Alliance is an organization composed of radicals, teachers who have decided to stop scratching on the surface of opportunism and political exigency and get down to the root of the problem of teacher status. That this problem cannot be solved by lowering the standard of requirements for entrance to the profession was discovered by the alliance two years ago; indeed this fact is the very *raison d'être* of our organization and we have been persistently and vociferously proclaiming it ever since. Teacher



representation is the first short step which the alliance has taken in the direction of self-determination for the teaching profession. It aims at giving teachers a measure of economic freedom and a voice in the control of educational policy and administration. The teacher ought to be an educationist, not a state slave. He ought, therefore, to have a say in what he must do and how he must do it."

Dr. Newland launched *The ATA Magazine* in 1920 and provided its guiding principle—Magistri neque servi—Masters not slaves. This is the official motto of the Alberta Teachers' Association. As editor, he set up a bureau of research to keep in touch with organized teachers everywhere, and to study any and every problem of teachers and of education that might arise in the course of the growth of the organization. "The fundamental idea", he said, "is this! If teachers are to occupy their position in the eyes of the public, they must justify their claims to higher salaries by showing that they are competent and efficient. They must be experts in all matters of education. The modern teacher must be as well-qualified in his special work as is the modern physician or lawyer."

Dr. Newland analyzed the work of teaching at the grass-roots, that is, in the classroom, in terms of both immediate and long-term ends. A gifted speaker, master of the classical allusion, the pungent phrase, the apt metaphor, he electrified every assembly of teachers he addressed and evoked reluctant admiration and respect from his opponents.

During the period 1918 to 1928, he was president of the Alberta Teachers' Alliance, president of the Canadian Teachers' Federation, and, for five years, editor of *The ATA Magazine*. He studied law and took his LL.B. from the University of Alberta. His knowledge of the law was put at the service of the teachers of Alberta. He also took his M.A. degree in psychology and his B.Ed. degree, in Alberta. And still the wonder grew that

one head of any size could carry all he knew.

The bootstrap method of lifting a profession or anything else is painfully slow. I have never known another to work at it with more unflagging energy and persistent optimism than did he. The strong, mature, respected Alberta Teachers' Association of today is a monument to the intelligent, unselfish service of H. C. Newland.

Naturally, he was recruited from the classroom into wider spheres of education. In 1928 there began a series of appointments up the ladder of professional and administrative responsibility. Successively he became, lecturer in psychology in the Edmonton Normal School, senior inspector of high schools, and supervisor of schools for the Department of Education. Dr. M. E. Lazerte pays tribute to his work in these words. "Dr. Newland was ambitious for education as few Canadian educators before him. As an official of the Department of Education he gave a type of service, an ability and application given by few civil servants. As an educator he fostered ideas and enterprises of very great importance."

During the period of his service with the Government of Alberta, his attention was absorbed by two problems. The first was to finish the job for the teaching profession. In 1935, *The Teaching Profession Act* was passed. This made membership in the Alberta Teachers' Association automatic for every teacher in schools which received provincial education grants. The next step was to establish a Faculty of Education in the University so that, some day, every

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Mary R. Crawford retired from teaching in June, 1954. She was active in ATA affairs as early as 1919 and in 1920 was president of the Edmonton local. She writes about one of the giants in the educational history of Alberta.

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teacher in every classroom in Alberta would be a person with a background of liberal education and also with a mastery of the principles of teaching. Dr. Newland urged this policy persistently until finally, in 1945, this ambition was realized.

The second problem was the revision of the course of study. It was Dr. Newland's conviction that it is both just and essential that a democracy provide equal opportunity for all the children of all the people. To this end, he believed, the course of study must be revised and plans and facilities provided to implement a program of education appropriate to the modern world.

True to his belief in democracy he always sought advice and assistance on curriculum revisions, from teachers appointed by the Alberta Teachers' Association and from other interested groups in the community. By 1934 the revision of the elementary course was well under way, so he went to the convention of Alberta school trustees with his proposals for a new secondary school curriculum.

According to *The Albertan* of February 9, 1934, his speech was an address of the future. "Releasing the present from the paralyzing hold of the past", he urged, "is one of the most important functions of education." "It is the purpose of the elementary school", said Dr. Newland, "to make pupils literate, and that of the secondary schools to help pupils find themselves."

In arguing the case for an equal opportunity for all children, he said, "We must give up the old notion that because one pupil learns more slowly than another he therefore lacks something. There is nothing missing. He is still all there, after all. To refuse a child education because he is slow learner is hardly more reasonable than to starve him because he is a slow eater."

He urged for young people the right to free development. "We parents", he said, "have no right whatever to expect our children to conform to our personalities, or our creeds and beliefs.

We are on the western summit, they are rising with the sun."

Education, he contended, required a controlled environment and demanded the shaping of the social and economic culture for the greatest end in life—the growing of human persons. "Our education is unreal", he said, "because it does not make contact with the realities of our present-day social and economic environment. We teach our youth to revere 'sacred cows' and to mouth tradition. But we do not teach them to fix a steady gaze on the realities of our economic life." So he proposed that the secondary school curriculum should be reorganized to gear our education more intelligently to community needs. "Why should our students not study the economics of production? the realities of our financial and banking system, the paradox of poverty in the midst of plenty, the cause of unemployment? Why not have them learn something of the psychology of everyday life, of human behaviour and personality?"

I have quoted at length from this newspaper report because it sets forth clearly the ideals and principles that motivated the change in curriculum and the organization of composite high schools with their flexible programs designed to meet the diversified educational appetites of the youth of today.

It was the boast of the government when Mr. Aberhart was Minister of Education that Alberta had the best system of education in Canada. The fame of Dr. Newland spread abroad. He was drafted for service on practically every board or commission on education in Canada, and on several occasions was guest speaker at assemblies of educators in the United States.

He was a man of many interests. His home was his castle and his home life his greatest happiness. He liked to work in his garden, play golf with his wife and checkers with his cronies. Above all, he enjoyed thinking out loud with a group of his friends on the

(Continued on Page 51)



# Ideas for Conferences and Conventions

W. ROY EYRES

**M**OST familiar of large group meetings are the institute and the convention. These may be designed in either of two ways. The first is the traditional form which provides inspiration and information through addresses by guest speakers. The second is the workshop or work conference where small groups are formed to discuss problems of common interest. In either case, many things are of primary concern.

## General principles for effective organization

A pre-convention survey will start teachers thinking about what is expected from the convention and will result in more profitable and active participation.

The more opportunity a delegate has to discuss and exchange his ideas with others, the more likely he is to be interested. The more active the participation, the greater the benefit and helpfulness in practical application.

A variety of methods of presentation to a large group will help stimulate interest and ideas.

Clear thinking as to what purposes are to be served helps the planning committee determine the type and structure of the convention or workshop.

While the actual operation of a convention should proceed with friendly informality, there should be careful planning and preparation, and responsibility for detail should be definitely designated.

Some method of assessing or evaluating the convention or workshop is help-

ful for future planning and also stimulates people to further study.

Spread of representation of locals in group meetings gives a better coverage of topics and facilitates follow-up work.

Some provision for follow-up work is desirable because it helps provide continued spread of learnings.

Methods of registration may vary, but in any case speed is important. There should be sufficient staff on hand to avoid congestion. A few non-teachers can remain on duty in the convention office. This is good training for senior high school students.

It is important to make available to every teacher all necessary directions and plans of rooms and groupings.

Educational publicity is always important. Pre-convention information given the local press and radio station should include: the program, names of and particulars concerning guest speakers (pictures may be used), names of local associations participating, and the number of teachers expected. Following the convention, accounts of discussions and of decisions reached, and results of local elections are newsworthy items.

## Revenue and expense

Efficient and successful conventions, institutes, and workshops all depend on accurate accounting. A preliminary budget during the planning period is essential and costs should be kept within the bounds of available funds.

The cost of total group recreational and social functions and other program



features should be covered in the convention fee. Extra tickets to all group functions should be made available for husbands, wives, and other individual guests.

### **The Traditional**

When a convention is designed primarily for inspiration and presentation of information, the selection of speakers is the major problem. Talks should be challenging to the group. The following ideas are also pertinent.

Scheduling will place less stress on small groups of delegates.

Plans must be made for the introduction of the speaker.

If groups are not too large it may be desirable to provide an opportunity for questions.

Programs in large group meetings may be varied by the use of 'buzz' sessions. This is a plan of breaking the group up into small sub-groups by having the delegates turn chairs around to form small circles of seven to nine members. These sub-groups discuss a problem, which has been posed, for 15 to 25 minutes and each sub-group appoints a spokesman who, when time is called, presents the findings of his group to the total audience.

There are many variations of the panel discussion form which may be used in the large meeting. Panel members may present talks or a conversation about the problem being discussed. A panel may be used to follow the 'buzz' session to comment on the findings of the groups.

Do not overcrowd the program. Extra time may be used for question periods and discussion.

### **The Workshop**

Limited audience participation in large groups and an awareness that persons learn most effectively through discussion and exchange of ideas, has resulted in the development of workshops or work conferences. These vary in structure according to needs and purposes, as perceived by the planning

**Photographs of convention officers should be sent to Head Office early in July. Material concerning conventions is required by July 31.**

committee, time limitations, physical setting, and resources. They have a common element, however, in that they provide opportunities for all delegates to participate in a group sufficiently small to permit active discussion of some topic of common concern. The topics for discussion are frequently determined by pre-convention polling of concerns and interests of the delegates or polling at the opening general meeting. Actual grouping of delegates may be prepared in advance on the basis of indicated interests. Staff persons may be used for one or more general inspiration and information sessions through prepared addresses. They are also frequently used as consultants in the discussion groups where, instead of giving speeches, they sit in as members and contribute information and opinions as called upon by the chairman or group.

Chairmen for discussion groups are usually delegate members. Workshops or work conferences also tend to make use of member recorders who digest points of discussion and conclusions. Generally, recorders from each discussion group make a brief oral report to the entire assembly at a concluding session and these reports serve as a basis for a final evaluation of the workshop.

Some work conferences, in order to stimulate thinking towards more efficiency in group procedures, also make use of an observer. The observer in such a situation concentrates attention on the methods the group uses to solve its problems, and, when called upon, generally well along in the session, comments as to how he thinks the group might have attacked its problems more effectively. He also raises questions which he thinks may help stimulate the membership to define its goals



more clearly, clarify its points of discussion, and stay on the topic. The observer's purpose is always to comment in a constructive manner, so that the group may understand how it is working. He should not be critical of individual members.

The use of impromptu role-playing demonstrations is an effective method of presenting ideas to small groups. Here, a particular situation may be dramatized and then the group as a whole discusses its effectiveness and suggests improvements.

In work conferences, where discussion leaders, recorders, and observers are used, they should meet before the opening session for some preliminary orientation and self-training if their service is to be most effective.

To insure a free expression of opinion, to help the chairman evaluate the group's progress, and to stimulate the membership to appraise what has been accomplished, many work conferences make use of a brief anonymous post-meeting reaction form which calls for a rating of the meeting and any comments which come to mind. These may include unanswered questions or concerns about the meeting. The results are summarized and returned to the group at the following meeting.

In any workshop where small meetings are scheduled the following are pertinent.

The selection and training of chairmen who will encourage and stimulate discussion, and the appointment and training of recorders, is necessary.

In a work conference, there must be a balance between general meetings and small group meetings which must necessarily depend upon the purpose, time, and space available. For intensive discussion the size of the groups must be limited. Groups to arrive at a satisfactory conclusion need a series of consecutive meetings. Physical arrangements which permit people to be comfortable and to face each other are helpful.

Plan of organization and room assign-

ments must be clear to all participants. Bulletins outlining method and time schedule and directions are desirable. Care needs to be given to the problem of helping people get acquainted with each other and establishing an informal atmosphere.

Use of a consultant on the part of a group needs careful thought and preparation. The group should have defined the problem as it sees it and have some idea of what it wants to ask the consultant.

### **Social and recreational plans**

It should always be remembered that a teacher brings more than his head to a conference or convention. Make sure your convention program has a balance between information and recreation. In some cases, a tradition may have grown over a period of years and the continuation of such tradition may do much to build up the morale of the teachers. On the other hand, where no such tradition exists, variety may appeal to the delegates. Whatever the type, social and recreational planning should always be aimed at making all members acquainted and at ease. One suggestion would be that name tags, provided on registration, be worn by all members at all times.

Effective planning makes for successful functions, among which are the following.

**Banquets** will depend on the accommodation available and the catering possibilities. At these the visiting speaker can be asked to address the delegates and guests, and the combination of business and social intercourse leads to the greater satisfaction of the individuals. Invitations or complimentary tickets should be sent to all guests and their wives. Tables should be attractively arranged, with the head table strategically located. The principal speaker and the chairman should be seated in the centre of the head table with other officials and their wives. There should be place cards for the head table guests and they should be welcomed on arrival at the banquet. Flowers



at the tables and a corsage for the wife of the principal speaker and of the chairman are graceful gestures. It should be possible to push chairs back so that everyone can both see and hear the speakers. The menu should be agreeable to the guests or provide suitable substitutes. Cigars and cigarettes should be provided. There should be provision for transportation of the guests. Grace and a toast to the Queen are customary and music is optional. (Smoking is permissible only after the toast to the Queen.)

The **luncheon** is less formal than the banquet, but arrangements and programs are much the same. No toast to the Queen is necessary, nor are corsages, but the rest of the courtesies are important. It is suggested that small tables be used so that leaders of groups and consultants may meet with other members and exchange ideas. There may or may not be a principal speaker.

A **buffet lunch** of sandwiches, or cake and coffee, after an evening meeting is very acceptable and usually promotes free discussion of the topics of the meeting.

**Concerts** may feature teacher or outside talent and may be held separately or in combination with the banquet and speaker. They do not permit much circulation of people and ideas.

A **dance** may be held in conjunction with the banquet or separately, or as an alternative or in conjunction with a theatre or card party, according to the members' tastes. Guests should be sent complimentary tickets; programs must also be sent if the dance is formal. At a formal dance, a reception line is a 'must' and all dancers should present their wives and guests to the patrons. There should also be hostesses to see that introductions are made, and transportation should be provided for patrons.

A **theatre party** may make use of the speaker under some circumstances to precede the showing of a film, or may be an alternative to a dance, card party, or concert. The program and name of the

show should be submitted to guests to allow them to seek other recreation if they so desire.

The **card party** will attract some people more than will a dance or other form of entertainment. One person should be in charge of arrangements of tables and all supplies. Suitable prizes should be provided.

A **reception**, in which concert, refreshments, and general movement of delegates are combined, is another form of entertainment. It should be as informal as possible.

**Tours** to points of interest, or **organized games** such as bowling or curling may also serve for recreation.

Details of announcement, time, necessary materials, and so forth should be carefully considered in all planning. Tickets should make clear the time, date, place, and the type of dress, whether formal or informal.

## CHECK LIST FOR FALL CONVENTIONS

### Convention Committee Organization

1. Has a formal organization been established?
2. Has each local association appointed its representative or representatives?
3. Has a date been set for a spring meeting?
4. Have fall meetings been planned?
5. Have the following persons been notified of meetings—local representatives, geographic representatives, superintendents?
6. Have the following items been prepared—minutes of previous meeting, agenda, financial statement, budget?
7. Have all expenses been paid?

### Spring Meeting

1. Has the type of convention—including a general outline of program—been decided?
2. Has the size and type of group meeting been determined?
3. Have questionnaires, or other methods to determine the topics to be discussed, been used?
4. Have the necessary committees been appointed?



5. Have special guest speakers and consultants—other than representatives from Department of Education, Faculty of Education, and Alberta Teachers' Association—been selected?
6. Have all guest speakers and consultants been contacted and final arrangements made? (This should be completed by June or July.)

### **Fall Meeting**

1. Have reports been received concerning—speakers and consultants, special committees?
2. Has the final draft of the program been made?
3. Have meeting rooms been allotted?
4. Have chairmen been selected?
5. Have recorders been appointed?
6. Have arrangements been made for social and recreational functions?
7. Have rooms been allocated for the business meeting of each local association?
8. Have convention fees been set?
9. Has pre-convention publicity been arranged?

### **Plan of Organization**

1. Is the plan of organization likely to achieve the goals decided upon?
2. Is there provision for a balanced program?
3. Have the speakers and consultants been helped to understand the needs of the group?
4. Has instruction been given to chairmen and recorders who have been assigned to special group meetings.

### **Reservations**

1. Have reservations been made (usually necessary a year in advance) for—

suitable and sufficient convention room space, convention office, accommodation for consultants and guest speakers (including Department of Education, Faculty of Education, and Alberta Teachers' Association representatives), executive members, and staff?

### **Programs**

1. Do the following items appear on the program—name of convention ("Alberta Teachers' Association" should be part of name), names of local associations participating, place and date, officers, place and time of registration, location of office, fees, topics of addresses and discussions, speakers (including degrees and positions), time of sessions, chairman of groups, rooms assigned to groups, social and recreational activities, note of thanks?
2. Has copy been sent to printer in plenty of time?
3. Have luncheon, theatre, dance tickets been printed?
4. Have envelopes of suitable size for mailing certificates been ordered?
5. Have programs been mailed to all those taking part and to participating local associations in time for distribution to all teachers?

### **Social and Recreational Activities**

1. Have times been set?
2. Have rooms been allocated?
3. Have charges been set?
4. Have tickets been printed?
5. Have luncheon and banquet arrangements been made—menu, flowers, place cards for head table, cigars and

*(Continued on Page 52)*

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## **CALLING ALL SECRETARIES**

People like to know.

Have you written to the guest speaker, the Department of Education, the Faculty of Education, the Alberta Teachers' Association, outlining your convention plans?

Copies of your program should be mailed to every person taking part two weeks before the opening of your convention.



It won't happen to me—

## The Habit of Safety

The Royal Bank of Canada *Monthly Letter*

AS with many virtues—morals and courtesy for example—everyone agrees that safety is a good thing. Too often, however, we think of the other fellow and don't apply the rules to our own behaviour. For some unaccountable reason we keep thinking "it won't happen to me".

Statistics bore us, but we can't ignore the statistical fact given in an address by Dr. W. W. McKay of the Department of National Health and Welfare, that accidents are the leading cause of death in Canada today among persons between the ages of five and forty-five. This death toll is a national disgrace. In 1953 we lost 3,121 lives in motor vehicle accidents and 5,521 in other accidents, a total of 8,642.

In the midst of machines, poisons, fires, forces partly mastered but always ready to rise in revolt if we give them a chance, we risk our lives many times oftener than did our forefathers. We can, nevertheless, consciously reduce the odds against us by making safe thinking a habit.

Safety can be attained by education, by cultivating an attitude of enlightened self-interest, and by forming the ingrained habit of acting safely.

It is difficult to understand why a man should be indifferent to getting hurt. Why doesn't the fear of personal pain make him concentrate upon the dangers? Many accidents occur because of utter disregard for the possible consequences of a careless act.

There are some whose indifference goes far beyond mere carelessness: they seem to thrive on throwing dares in the face of death. They are like the young men on a raft who relieved the tedium of their drifting by kicking sharks on the nose. They gamble with whirling machinery, with rickety ladders, with

swiftly-approaching trains. They wager that what happens to other people will not happen to them, forgetting Nietzsche's warning: "He who is not a bird should not encamp above abysses."

Both indifference and recklessness are to be condemned because they fly in the face of instinct and nature, and depreciate the dignity of human intelligence. A man may have the courage to encounter danger without going to seek it.

### Automobile accidents

Probably no other activity of life reveals better than does automobile driving the disparity between the potential use of that crowning glory of human beings—the grey matter above their ears—and the use they make of it.

In an uncultured hill village in India, if a tiger carries off a half dozen people, the whole population will go out to round it up and shoot it. In cultured Canada, automobiles kill 3,000 people a year.

With all due allowance for human frailty, 90 percent of the accidents simply should not happen.

Speeding is one of the bad practices in which we indulge. To gain 15 minutes on a two-hour drive we increase our chances of an accident by as much as 50 percent.

Speed in itself is not necessarily dangerous. It may be quite safe for a man in tip-top physical condition, well rested, sober, without worries, to drive a good car in first class condition at 70 miles an hour for a stretch on a clear highway. But interject something that causes the driver to be less alert, or add intersecting roads, or put other drivers on the highway, and even 40 miles an hour may be dangerously excessive speed.

Not enough drivers realize that the nose of the car is as long as its brak-



ing distance added to the driver's reaction distance. At 30 miles an hour the front bumper is 83 feet ahead of where the driver is sitting.

### Carelessness

The carelessness of others is a prime menace on the highway. Many a careful driver—the sort who moves over and gives narrow minds a wide road—is exasperated by the knowledge that any accident likely to befall him will be the result of the reckless driving of other motorists. A truck driver summed it up when he said: “I always drive as if everyone else on the road was crazy.”

Dangerous drivers are not always those who break rules laid down in the *Highway Traffic Act*. Some of them keep far away from a fixed object on their right, like a bridge abutment, but they cling to within six inches of the centre white line where the danger is much greater. There is some mental quirk that seems to compel the driver to toy with death out there.

Rules of the road and common courtesy are alike debauched at the intersections of ‘stop’ and ‘through’ streets. Once a car has stopped, it is entitled to proceed, but we see trucks and cars stampeding up and down the through street with no regard for cross traffic.

Breaches of safety are due in great measure to the trusting of irresponsible and uneducated people with the guidance of trucks and cars. Stricter law enforcement, more rigid tests repeated periodically, and removal of dangerous cars and drivers would go some way toward eliminating the disgraceful conditions that now prevail.

The solution is well known and widely admitted: these corrective measures were discussed in September by the Ontario Legislature Select Committee on Highway Safety. A booklet published by Junior Chamber of Commerce of Canada said: “The number of convictions is the only measure of effective enforcement. If the accident problem is a large one, there ought to be a large amount of convictions, i.e., effective enforcement.”

One out of every three persons killed or injured in traffic is a pedestrian, and, says the booklet referred to, the fault usually lies as much with the pedestrian as with the operator of the vehicle.

Nevertheless, the pedestrian has preference under the law. What motorists will not get into their heads is that the pedestrian lawfully crossing at an intersection has the right of way over a motorist also crossing lawfully. “Some motorists”, said the judge in a Montreal court, “metaphorically speaking, try with their horns to blow pedestrians out of their way.”

Discourtesy, of which horn-blowing is only one example, is one of the chief causes of automobile accidents. When Mr. W. W. Owen of the Canadian Underwriters' Association was discussing how the ratio of accidents had caused Quebec's insurance rates to be higher than those of any other province he remarked: “It is a strange anomaly that many people who are normally polite in their own homes go out on the road and act like heathen from the jungle.”

### Other accidents

While traffic accidents steal the spotlight because they are spectacular and numerous, there are many other sorts of preventable accidents.

Stairs and steps account for nearly as many fatalities as all other types of falls combined, although many accidents are sustained by men and women merely walking about a room. Loose rugs, highly polished floors, and objects left carelessly around, are responsible for many deaths.

Prevention is simple: good housekeeping. There should be adequate lighting everywhere, and no trailing extension cords. Holes in floor coverings should be patched, small mats should be anchored, spilled grease should be wiped up thoroughly and at once. Non-skid paint should be used on stairs that are not covered. Foot stools, magazine racks, ash tray stands, and other small pieces of furniture should be placed and kept where they will not be trip-



ped over. Stairs should not become the depository of things that we plan to take up or down on some future trip. Strict rules should be enforced against leaving particularly dangerous toys, such as skates and other things with wheels, on the floor at any time when not in use. There should be a white strip along the edge of both top and bottom steps in the basement.

A tour of the home with these suggestions in hand, followed by a periodical check-up to see that the dangers attending tripping, slipping and falling are under control so far as it lies in our power to control danger, will prevent many a strained back and gashed head.

Fire is a prolific cause of death and injury. By far the greater number of fire accidents occur in and around the home. Leading causes are: careless smoking, particularly smoking in bed, clothing catching fire from stove or grate, children playing with matches, upsetting vessels containing grease, and the foolhardy practice of pouring gasoline or kerosene on fires to kindle or hasten them.

Scalds, too, take their toll. Children are fatally scalded when they bring down upon themselves a pot of tea, a plate of soup, or some other hot substance being served on the table, or clutch the handle of a pot on the stove. These dangers are easy to avoid, if grown-ups will form a few simple safety habits, like turning the pot handles away from the front.

### Poisoning

Drinking or eating poisonous substances kills many adults as well as children. There is no other danger more closely allied with sheer carelessness than is this. Dr. Rustin McIntosh, professor of pediatrics at Columbia University put it with brutal frankness when he told a national safety congress "When a child is killed by a dose of phosphorus-containing poison which was intended for a rat, the real question is: 'What ignorant or thoughtless person left poison where a child could get hold of it?'"

Peace of mind about poisons can easily be obtained. We need only to provide a special container, thus avoiding the bathroom cabinet folly of mixing killer drugs with harmless cosmetics. A box of any sort, placed out of reach of children, will serve not only to protect the children but also to warn adults to be careful.

No one should ever take pills or potions without turning on the light and reading the name on the label. All poisonous substances, such as disinfectants, should be kept out of the kitchen and pantry. Not only may the containers leak, allowing the poisonous compounds to sift into food, but roach powders, rat poisons, and others, may be mistakenly used for flour or baking powder.

Though relatively small in number, deaths from firearms are just as sorrowful individually as are deaths from any other cause. Most firearm deaths in the home result from the dangerous practice of playing with a gun, and from accidental discharge of firearms while they are being cleaned or demonstrated. No exception should be allowed to the rule: never handle a loaded weapon except when you are going to fire it. No exception should be allowed to the rule enforced upon children that they must never point a toy weapon at another person or at themselves. Only thus can be built up the danger feeling that should permeate everyone touching a firearm.

Perhaps the greatest danger in life arises from the simplicity of the measures needed to avoid accidental death. If more were required, more might be done. This is particularly true when we contemplate accidents in water and on ice. Elementary precautions in swimming, bathing, fishing and boating, and skating on ponds and rivers, would save many of the lives now lost. To swim alone, to dive into unexplored water, to linger long in cold water, to disregard weather warnings, to sail in small craft when one is unable to swim: are flagrant breaches of common sense precautions.



## Electricity and tools

Electricity is a potential danger too often brushed aside in a spirit of "it won't happen to me". In industry, most deaths caused by electricity are due to faulty grounding systems, to carelessness in crossing lines, to inattention when working in equipment or circuit centres.

To disregard simple safety measures is no evidence of courage, but rather of stupidity. It may seem to some to be an excess of caution, but the man-of-the-house changing a fuse who throws off the main switch before venturing into the fuse box will not be killed by an electric shock: of that he can be sure. Even when handling minor adjustments in a lamp or in an appliance, the careful man will stand on something dry. Electrical cords, such as those serving floor lamps, washing machines, and all other appliances, need checking periodically to see that they are not frayed or tied in knots.

It is a good rule never to talk to anyone, nor to allow yourself to be talked to by anyone, when you are using a power tool such as a circular saw, a lathe or a drill press. A man's eyes should be on the job, his fingers sensitive to the feel of it, his ears attuned to changes in the tone of the motor, and his mind alert to pick up signals from all his senses. The worker on power tools will avoid wearing ragged or loose fitting clothing. He will not wear gloves around the moving parts of a machine. Ties, however decorative, can easily catch in a revolving shaft and drag down a head for decapitation.

## Don't take chances

The best way to avoid accidents is to take no chances. H. M. Tomlinson says in *The Sea and the Jungle*: "In this land it is wise to assume that everything bites or stings and that when a creature looks dead it is only carefully watching you."

People don't stay out of the jungle because of this state of affairs, but they tread warily and are always ready. The

same care and readiness for the unexpected will preserve men and women in factories and on farms, on the highway and in the home.

Walk warily and be prepared: how far this is from the negative attitude that a certain number of accidents are bound to occur! People who are fatalistic about accidents should look at the records made in many industries where carefulness has saved thousands of lives. That a hundred thousand are killed and ten million injured every year in the United States is not due to some perversity of nature or some decree from heaven, but to an extent of 85 percent it is due to human carelessness, inattention and mulishness.

## Industrial accidents

During the past few years industrial accidents have increased steadily, says *Teamwork in Industry*, a publication of the Department of Labour, Ottawa. An increase of 9.1 percent was recorded from 1950 to 1951; a 4 percent increase in 1951-1952, and the rise in 1952-53 was 5 percent. This disgraceful record has resulted in a sizeable death toll, an impossible-to-calculate amount of human suffering, and formidable loss of income for employees and production dollars for the employer.

Safety needs to be made an integral part of the operating procedure of every factory and of every individual.

A neat, orderly plant, with clean floors devoid of obstacles stimulates carefulness and encourages efficiency. Passage ways are clear, tools are arranged in an orderly way, sharp tools are kept in proper containers, moving machinery is adequately guarded, floors are in good repair, rubbish is promptly disposed of.

Safe practices used in industry may be applied on farms also, and there is no place where safety is more needed. The average farm is a small enterprise depending on the active participation of every member of the group. When accident strikes, it may bring production to a standstill for many days.

Operating a tractor on rough or slop-



ing ground is exceedingly dangerous, because the operator thrown from his seat may be caught in the machine being hauled. Some operators snap a rope to their belts and attach it to the main ignition wire of the tractor: if the driver is toppled from his seat the tractor is stopped at once. These men recognize that when a tractor rears and bucks and loses its balance it is only obeying the law of gravity, and there's no use in arguing with either tractor or law.

### **Foremen's responsibility**

Safety is, economically, an integral part of good operating practice, and, therefore, a supervisory function. The accident figure in his department, plus or minus, scores in the foreman's record.

It is not enough, although necessary, for the foreman to make sure that machines are as safe as engineering ingenuity can make them, and that they are kept in that condition by good house-keeping. He must go further, and wage a ceaseless campaign of safe-habit development among his men.

This demands a knowledge of men, resourcefulness, tact, and careful guidance. It requires not alone instruction of new workers but continual reminding of old timers who are likely to become so accustomed to the dangers around them that they allow themselves to be careless. Unless safety is habitual with men they are not safe workers.

The foreman or supervisor is nearer to having some justification for being 'hard-boiled' when it comes to dealing with a careless worker than at almost any other time. The worker who will not work safely, and flagrantly breaks safety rules, cannot be tolerated. He endangers not only his own life and limbs, but the lives of fellow-workers.

### **Personal responsibility**

Safety is a personal responsibility. Science observes that nature holds man accountable for his involuntary as well

as his voluntary behaviour: the poison he takes by mistake kills him just as certainly as that he takes deliberately.

Under many circumstances instinct, if given rein, will protect us, and instinct aided by intelligence will avoid catastrophe.

Maurice Maeterlinck, the great Belgian writer, put this in his picturesque way in *Life and Flowers*. After saying that the too-logical person, torn between this and that response to danger, often ends in disaster, he went on: "Luckily, warned by the nerves, which whirl, lose their heads and bawl like terrified children, another figure bounds upon the stage, a rugged, brutal, naked, muscular figure, elbowing its way and seizing with an irresistible gesture such remnants of authority and chances of safety as come within its reach." That is instinct, or the subconscious; it has long ancestral experience to explain its skill.

Combining intelligence and instinct, we may reach a way of life that avoids situations out of which accidents emerge. That, surely, should be the goal of all safety teaching. Safety is not something in itself, detached from the job, separate from skill in driving a car, a thing added to good housekeeping. It is part of the job, deep in the finger skill and brain work of it.

We cannot gain safety merely by talking about it, by "tut-tutting" when we read about an accident or see wreckage by the roadside, any more than we can avoid danger by ignoring it.

The way seems to be to face the fact that life is full of dangers. They abound in factories and offices, in the home and on the street, on the sea and in the air and deep in the north woods. And, having faced the facts, we need to give our attention and effort to building guards that will protect us and our fellowmen from what dangers can be guarded against. But, most of all, we should set out to make safety our way of life by building safety habits into all we do.



# Mental Health?

S. R. LAYCOCK

SOME of the recent critics of schools have said that the mental health of pupils is no concern of teachers. This statement usually means

- that the critics have a very vague idea of what mental health is,
- that they are unaware that educational research has found that all aspects of a child's development—his emotional, social and character development—are affected by all his experiences in school,
- that the critics are quite unaware of how methods of discipline, methods of teaching and administrative practices affect a child's emotional sturdiness or the reverse, and
- that, even if the school's goal were simply academic learning, this can take place effectively only when the child is reasonably free from emotional tension and when he feels accepted and secure in the classroom.

## What is mental health?

Many people apparently have a negative idea of mental health as being merely the absence of mental illness. Certainly teachers are not trained for, nor have they the time to deal with seriously emotionally disturbed children. That is a job for the psychiatrist and psychologist. However, mental health is a very positive conception in which all teachers must necessarily be interested.

The mentally healthy person, first of all, feels comfortable about himself. He is not bowled over by his emotions of fear, anger, jealousy or love. He is able to deal with most of the situations which come his way without blowing up—

that is, without having temper tantrums, dissolving into tears, having his feelings hurt, pouting, sulking, feeling sorry for himself or going to bed with a sick headache. He accepts his own shortcomings. He neither underestimates or overestimates his own ability. He has self-respect. Secondly, the mentally healthy person feels right about other people. He is able to be interested in others and to have friendships that are satisfying and lasting. He likes and trusts others and expects others to like and trust him. He can feel a part of a group. He respects the many differences he finds in other people. He accepts responsibilities for his fellow men.

Thirdly, the mentally healthy person is able reasonably to meet the demands of life. He does something about his problems as they arise. He thinks for himself and makes his own decisions. He shoulders his responsibilities.

The above objectives would be accepted by most teachers as goals for the school either as worthwhile goals in themselves or as necessary for the most effective learning of academic material.

## The school inevitably affects pupils' mental health

Recent research has shown that the school has no choice but to affect the emotional health of its pupils. While the critics make fun of the phrase, "the whole child comes to school", it is still true. It is impossible to divide a child up and parcel out one aspect of his development to the home, another to the school and another to the character-building agencies of the community. A child has four sets of teachers—home,



playmates, community and school teachers. All of these affect all aspects of his growth though some may affect some aspects more than others. It has, for example, been recently discovered that a child's home teachers greatly affect his intellectual learning in school. They do this in a number of ways—by their attitude to the value of education, their attitudes to teachers and to the various school subjects, and, most of all, by whether they send to school an emotionally disturbed child or one who feels happy, secure and adequate. So far as the school goes, everything that happens there affects whether or not a child feels comfortable about himself as a reasonably secure and adequate person, how the youngster feels and acts towards others, and how he learns to handle the problems of life.

The school inevitably affects a child's emotional growth. This, in turn, affects his effectiveness in learning—even the most academic of material. So both the traditionalists and the modernists have to be concerned about the mental health of their pupils.

#### **Methods of discipline affect a child's emotional growth**

Discipline is not synonymous with punishment. Rather it is a method of teaching children how to live and work together in a way that promotes growth in self-control and self-direction.

Good discipline in a classroom depends on several factors. One of the basic ones is the relationship that exists between the teacher and his pupils. Teaching is essentially a job in human relations. Some recent studies have shown that a child learns most effectively from a teacher whom he likes and respects. It is difficult, too, for a teacher to teach effectively the child whom he dislikes or for whom he does not have respect. In order to learn in the best fashion, a child needs to feel accepted in the classroom rather than to feel defensive and threatened.

Good discipline in the classroom depends on the establishment of a good

emotional climate. This is essentially a job in group dynamics since it depends not only on the relationship of the teacher to individual pupils but their relationships one with another and the teacher's relationship to the group as a group. One of the greatest single factors in improving the group climate of a classroom is increased self-understanding on the part of teachers. Some teachers exploit children. Because of their own inner feelings of inadequacy and insecurity they may have an undue need to dominate and control pupils. Other teachers may take out on pupils their stored-up hostilities and resentments. This may be done through sarcasm or ridicule or physical or other punishment. Teachers need to take steps to follow Socrates' advice: "Know thyself".

There is ample evidence that methods of discipline used in schools affect how a child feels about himself and about others and how he learns to tackle the problems of life.

#### **Methods of teaching affect a child's emotional growth**

A child's emotional development is promoted when he finds in the classroom satisfaction for such of his basic needs as those for reasonable independence, achievement, recognition and a sense of worth. Some methods of teaching help him to find such satisfactions; others frustrate and block the child's basic needs.

For a child's best emotional growth his class should be a cooperative group where he and his classmates and his teacher **together** think through topics or pursue activities. The old type of teaching consisted often of "pouring from a big jug into a little mug". There was much teacher activity but little pupil activity. The child was conceived of as a 'mind' which, like a cistern, was to be filled up with facts. Modern educators interpret research findings to mean that it is not only bad grammar but also poor pedagogy to try to 'learn a child' anything. He must do the learning. Pupil participation gives a child a



chance to do that and also enables him to find reasonable satisfaction, for his needs for independence, achievement, approval and self-esteem. In addition, it enables him to work over his feelings, to get rid of his hostilities and to develop good social attitudes.

Research indicates that a child learns most quickly and effectively that which has meaning for him. It is, therefore, the teacher's job to help pupils to discover problems which are meaningful to them. This he does through a variety of means—pictures, films, radio programs, class discussions, trips to visit industrial and civic centres and first-hand investigations on the part of pupils. The traditional point of view was that there was certain material to be memorized or problems to be solved and it didn't much matter whether or not they had meaning or significance for the pupil. Often the multiplication tables were learned in the same way as a series of nonsense syllables would have been. Today's best teachers in the primary grades try to give children first-hand experience with numbers and some understanding of the meaning of numbers. Drill (which is important) follows understanding rather than precedes it.

Traditional methods of teaching were often based on the view that the mind was like a muscle which could be exercised on any material so long as it was difficult (and preferably disagreeable) and thereby be made strong for dealing with any new problem it might encounter. Research results during the last forty years are against this point of view. Learning is, apparently, very specific. The pupil learns what he practises. Training in one kind of memory or judgment or honesty or reasoning does not carry over automatically to other situations involving the same function. The teacher should teach to develop the knowledge and skills he wants developed. This includes specific training in the development of general habits of problem-solving, reasoning, sifting propaganda, and gath-

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ering data. Teaching pupils to **think** is not as easy as the public imagines. It is the result of specific training in the formation of general habits. Space forbids the elaboration of other methods of teaching and their effects on the development of a wholesome emotional life in the child.

#### **Administrative practices affect mental health**

Every administrative practice in the school affects the emotional sturdiness of its pupils for good or ill and should be examined in that light.

Reporting to parents by the usual method of report cards is often most damaging to a child's sense of feeling comfortable about himself. Parents often ignore the fact that children in the same family usually differ in their academic ability and that there are wide differences in ability among children in general. They often put heavy pressure on their child to deliver A's on his report card without any regard to his capacity. One of the chief threats to many children's feeling of being loved and treasured human beings in their own homes can be laid at the door of report cards. There is a growing dissatisfaction with this method of reporting to parents and an increasing tendency towards the wise use of individual teacher-parent conferences as a substitute for, or at least a supplement to, report cards. The traditional report card did not usually tell a parent exactly why a child was not doing well or just what (outside of pressure) could be done about it. One most obvious disregard of facts in our society is the demand on

*(Continued on Page 54)*



# Appendix to Salary Schedules

To assist teachers, school boards and other interested officials to define, interpret and apply terms which are commonly used in salary schedules, this revision of the Appendix to Salary Schedules has been made. The members of the revision committee appointed by Dr. W. H. Swift, Deputy Minister of Education, to bring the appendix up-to-date were: Mrs. F. C. Butterworth, representing the Alberta School Trustees' Association; Dr. H. T. Coutts, representing the Faculty of Education; Mr. F. J. C. Seymour, representing the Alberta Teachers' Association, and Mr. D. R. Cameron, registrar of the Department of Education. The present form of the appendix, therefore, has been approved by the Alberta School Trustees' Association, the University of Alberta, the Alberta Teachers' Association, and the Department of Education.

The following table on years of teacher education is suggested as a basis for computing the salaries of teachers.

## I—YEARS OF TEACHER EDUCATION FOR PURPOSES OF SALARY COMPUTATION

All certificates named hereunder are Alberta certificates.

The term 'approved', when it relates to university courses or university degrees, means approved by the University of Alberta.

### One Year of Teacher Education

One of the following:

1. Junior E Certificate
2. Elementary and Intermediate School Certificate
3. First Class Certificate
4. Second Class Certificate
5. Letter of Authority

### Two Years of Teacher Education

One of the following:

- 1.\* Standard E Certificate
- 2.\* Standard S Certificate
3. Senior Elementary and Intermediate Certificate
4. Junior Certificate for High School
5. Elementary and Intermediate Certificate, or First Class Certificate, and one of:

- (a) credit for one year in the Faculty of Arts and Science,  
or

- (b) credit for two years in 4-year B.Ed. program

6. Junior E Certificate, and credit for one year in the Faculty of Arts and Science

**\*Under the regulations governing the certification of teachers, the holder of a permanent First Class Teacher's Certificate may exchange this qualification, upon application, for a Standard E and a Standard S Certificate (with teaching privileges extended to Grade XII). Teachers who have made this exchange and who hold no additional approved courses are deemed to have completed one year of training.**

### Three Years of Teacher Education

One of the following:

1. Professional Certificate
2. High School Certificate
3. Elementary and Intermediate Certificate, or First Class Certificate, and one of:
  - (a) credit for two years in the Faculty of Arts and Science,  
or
  - (b) credit for three years in the 4-year B.Ed. program
4. Junior E Certificate, and credit for



two years in the Faculty of Arts and Science

#### Four Years of Teacher Education

1. An approved bachelor's degree, and a valid Alberta teacher's certificate, or
2. An approved Bachelor of Education degree

#### Five Years of Teacher Education

1. An approved bachelor's degree, plus four approved graduate courses, and a valid Alberta teacher's certificate, or
2. An approved honours degree, and a valid Alberta teacher's certificate, or
3. Two approved bachelors' degrees, and a valid Alberta teacher's certificate

#### Six Years of Teacher Education

1. An approved bachelor's degree, plus eight approved graduate courses, and a valid Alberta teacher's certificate, or
2. An approved honours degree, plus four approved graduate courses, and a valid Alberta teacher's certificate, or
3. An approved master's degree, and a valid Alberta teacher's certificate

### II—SUMMER SCHOOL COURSES IN ALBERTA

The summer sessions formerly conducted by the Department of Education and the University of Alberta were integrated in the summer of 1944 to form one summer session under the University of Alberta.

1. Department of Education summer school courses taken up to and including the summer of 1943 were of 960 minutes' duration (24 periods of 40 minutes each). The **maximum** number of courses possible in any summer was six. Thus a teacher who took six courses spent 96 hours in class. But the normal program involved not more than four courses or 64 hours; for purposes of computing years of training, therefore, four courses per

summer for three years is considered the equivalent of one year of training, i.e., twelve courses for a total of 192 class hours.

**CAUTION: The above definition refers to credits for salary increments and it does not necessarily define credits towards a degree.**

2. Department of Education summer courses taken before 1935 are not accepted or evaluated for degree purposes by the Faculty of Education.

### III—SPECIAL CERTIFICATES

#### Junior and Senior Certificates

1. A Junior Certificate in one subject does not necessarily represent the same number of university class hours as a Junior Certificate in another subject. The number of class hours required to obtain the various types of certificates is outlined in the table below:

#### Junior Certificates

(Obtained in years up to and including 1943)

Bookkeeping, Typewriting, Shorthand	32
Music, Dramatics, Art, Physical Training	64
Home Economics and Industrial Arts (General Shop)	128

2. The Senior Certificate in each case represents double the hours represented above, if obtained in 1943 or a previous year.
3. Courses taken in 1944 and subsequent years normally represent 72 class hours each.

#### Recommendations

1. Difference of opinion prevails as to whether allowance should be made for the possession of a special certificate and the training involved in obtaining it, e.g., in physical education or music, if the teacher is not engaged in teaching the subject concerned. Since there is doubtless general teaching value in almost all courses it is recommended that, unless specifically excluded by a salary schedule, allow-



ance be made for all training and certification whether or not directly related to teaching.

2. Credit given to a course or courses cannot reasonably be expected to be enjoyed twice or duplicated in computing increments. A course or courses in dramatics, for example, may be counted towards a degree or towards a special certificate in dramatics, but it should not be counted for both purposes, in terms of salary increments.

#### IV—REQUESTS FOR REPORTS ON CERTIFICATION AND EVALUATIONS FOR DEGREE CREDITS

1. All requests for statements on certification and Alberta teaching service should be sent to the Registrar, Department of Education, Edmonton.
2. All requests for evaluations and statements on degree credits should be directed to the Dean of Education, University of Alberta, Edmonton.
3. Teachers are advised to ask for reports on professional standing and evaluations for degree credits, for purposes of salary computation, in advance of August 15. The university and the Department of Education in

Edmonton have their busiest season in September and October when the new academic year is beginning; officials are unable to deal immediately with hundreds of requests for official documents while at the same time carrying on their already greatly augmented daily duties. Similarly, the issuing authorities in other provinces and countries require time to make out intricate transcripts involving considerable research. A suggested deadline, therefore, for presentation of official documents by teachers to school boards is December 15, or, if a teacher is engaged during the year, about three months after the commencement of teaching duties. If a delayed adjustment must be made it is a simple matter to do this when the third or fourth cheque is issued.

#### V—EXCHANGE OF CERTIFICATES

For purposes of comparison, teachers and school officials may find the following schedule of certificate exchange helpful. The holder of a certificate or licence issued under former regulations may, upon application to the Minister of Education, exchange it for a new certificate as indicated in this table.

Table of Certificate Ratings

##### Certificates Named in Former Regulations

Temporary Licence  
 Junior Elementary and Intermediate School Certificate  
 \*Second Class Certificate  
 Elementary and Intermediate School Certificate  
 Senior Elementary and Intermediate School Certificate  
 Junior Certificate for the High School  
 First Class Certificate

##### Current Equivalent Certificates

Interim Junior E (Grades I-IX)  
 Interim Junior E (Grades I-IX)  
 Junior E (Grades I-IX)  
 Junior E (with teaching privileges extended to include Grade X)  
 Standard E (Grades I-IX)  
 Standard S (Grades IV-XI)  
 Standard E and Standard S (with teaching privileges extended to include Grade XII)



# **Alberta Teachers' Association Scholarships**

The Alberta Teachers' Association is offering scholarships in the amount of \$500 each as follows. The complete regulations and prescribed forms are available from the Alberta Teachers' Association, and application forms must be received by the general secretary-treasurer of the Alberta Teachers' Association **prior to July 15**, except in the

case of scholarships to teachers in the field for which applications must be received by **June 15**. In the latter case, **for this year only**, applications will be received to **July 4, 1955**, and awards, if made, will be announced by July 10 to give teachers time to make the necessary arrangements with their school boards.

## **The Clarence Sansom Memorial Medal in Education and The Clarence Sansom Scholarship in Education**

Offered annually, beginning 1956, to the student who has shown the highest general proficiency in the final year of the B.Ed. program.

## **The John Walker Barnett Memorial Scholarship in Education**

Offered annually, beginning 1956, to a student who, having completed the B.Ed. degree, is proceeding to graduate work.

## **The John Macdonald Scholarship in Education, and**

## **The T. E. A. Stanley Scholarship in Education**

Offered annually to graduates of faculties other than education who are proceeding to the B.Ed. program.

## **The H. D. Ainlay Scholarship in Education**

## **The C. O. Hicks Scholarship in Education**

## **The M. E. LaZerte Scholarship in Education, and**

## **The H. C. Newland Scholarship in Education**

Offered annually to intramural students proceeding from the third to the fourth year of the B.Ed. program.

## **The William Aberhart Scholarship in Education**

## **The W. E. Frame Scholarship in Education, and**

## **The A. J. Watson Scholarship in Education**

Offered annually to teachers in the field who have completed three years of teacher education and who hold a permanent Alberta teaching certificate.

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High School Certificate

Professional (Grades I-XII)

Academic Certificate

Professional (Grades I-XII)

First Class Certificate with

Bachelor's Degree

Professional (Grades I-XII)

**\*The holder of a Permanent Second Class Certificate may be granted a Junior E Certificate upon the completion of B.Ed. matriculation, or one summer session of approved courses, and if recommended by a superintendent of schools.**



## Minister's Message



No teacher is likely to disagree with me when I suggest that the conditions of teaching are better today than they were fifty years ago. Yet if we ask ourselves, "What are the conditions of teaching?" no two of us are apt to give quite the same answer. When I think of the improvement in teaching conditions over the past half century, I have in mind especially two things, one of these has to do with our physical environment, and the other concerns the status of the teacher.

In the report of our Department for 1907, we are told that "our school houses stand out prominently among the most imposing and costly buildings in all our towns and cities", and the fact is noted, not without some pride, that the walls of the new Normal School are "two feet three inches thick". These are interesting and noble qualities for a building to have; nevertheless, when we report on school buildings today we generally speak of other matters. We ask ourselves, first of all, "How well does this serve the purpose in hand?" When we enter a new school we observe the diagonal lighting and congratulate ourselves that no pair of eyes shall suffer in a dim corner; we note the colours on the wall and consider whether

they spell confidence or depression; we examine a multitude of details and ask ourselves if these things add up to a congenial environment for learning; and afterwards, if we have time and the architect says we should, we measure the thickness of the wall. If the physical environment in which we teach is immeasurably better than it was half a century ago, it is largely because we have brought the idea of function into our thinking about how a school is made.

During the lifetime of this province there has come about a noteworthy improvement in the status of teaching as a profession. Forty or fifty years ago there were men and women in Alberta, not a few of them, who had dedicated their lives to teaching. But in the main teaching was a 'fly-by-night' affair, a place to mark time while you waited for the main chance. Time and the teachers themselves have greatly changed all that. Teachers have built up an extensive body of knowledge about the nature of learning, and they are considering the problems of their art on a learned and professional level.

Recently I have been looking at our records for 1912. In that year our Department issued 1203 certificates to new teachers, only 145 of whom had completed their own high school education, and whose professional training varied in extent from zero to a maximum of four months. There were probably more than 6000 licensed teachers living in Alberta in 1912, 3054 of whom actually taught school at some time during the school year; yet they taught in only 2229 classrooms, 825 of which changed teachers at least once during the year.

These, in their time, were distressing facts indeed. To me they are a reminder of the tremendous strides our teaching body has taken, during two

*(Continued on Page 45)*



## President's Column



The individual teacher is responsible for the public relations that exist between teacher and pupil, teacher and parent, and teacher and the public. What she does or fails to do affects not only her own status but that of the teaching profession as a whole. This may appear to be a sweeping statement and one with which some of you may disagree. Let us spend a few minutes to assess the individual teacher's place in public relations.

First of all, she is the closest contact that her pupils have with the teaching profession. The experiences that boys and girls have in her classroom are reflected in the way the youngsters regard teachers as a whole. If the time they spend with her is enjoyable and fruitful, then they are likely to look upon teachers in general as an excellent group. If, on the other hand, the relationships with her are strained, unhappy and frustrating, they are apt to regard teachers as a class with suspicion and dislike.

I realize that no teacher deliberately or knowingly attempts to create a situation of unhappiness in the classroom. Yet unconsciously, by her actions, she may establish a feeling of hostility towards herself in the minds of her pupils. If a teacher is sarcastic, impolite, unfair

in her actions, unsympathetic towards the problems of her students, grouchy, bad-tempered, or unfriendly, she is establishing a poor relationship with her class.

A teacher who can smile, tell a joke, who is interested in the pupils' hobbies, treats each pupil as an individual, dresses neatly, is just and fair, uses a pleasant tone of voice, prepares her lessons well, and maintains good discipline in her room, is doing a first-rate job of public relations.

Parents have most of their contacts with the teacher through their children. Justly or unjustly they form their opinions about the teacher through the things their youngsters tell them. If this is so, it is the teacher's responsibility to make sure the opinions pupils form are favourable.

A teacher has a place in the home and school association. Here is a fine opportunity to further public relations. A teacher who goes to home and school and talks to the parents about their children is a wise person. She is establishing excellent public relations.

A teacher should be active in the community. She owes it to herself to mingle with adults. Her active interest in community affairs will establish in the minds of the public that teachers are human, resourceful, intelligent, and interested in furthering the welfare of the community in which they live.

I am convinced that the teacher has a job to do in public relations that only she can do. I am convinced further that she must assume this responsibility. It is something that she must work at 24 hours a day. Good public relations don't just happen. They are the result of common sense and fair play. Once good public relations are established, many of our problems disappear. Then and then only does teaching become the finest and most rewarding profession in the world.



# Canadian Passenger Association

**Students' Fares**—Selective dates covering opening and closing periods of universities, colleges, preparatory schools and other educational institutions in Canada—1955-56.

The following reduced fare arrangements are authorized for 1955—

## **Territory**

Round trip tickets may be issued to teachers and students **travelling from their homes in Canada** to stations in Canada at which they will attend university, college, or other educational institution. No certificate or other formality is necessary to obtain the special form of ticket. Agents will issue same on request.

## **Dates of sale**

Round trip tickets will be issued from July 25 to October 25, inclusive, 1955.

## **Fares**

### **(a) Adults**

Normal one-way first class, coach class, intermediate class or special coach class fare and one-half (1½) for the round trip, adding when necessary to make fare end in 0 or 5. **Minimum fare 30 cents.**

### **(b) Children**

**Under five (5) years of age**, when accompanied by parent or guardian will be transported free.

**Five (5) years of age and under twelve (12) years of age**—half the

fare authorized for adults, sufficient to be added when necessary to make child's fare end in 0 or 5. **Minimum fare 30 cents.**

**Twelve (12) years of age and over** will be charged the adult fare.

## **Return limit**

Tickets will be valid returning from stations at which university, college, or other educational institution is located to starting point, **only within** the period March 25 to June 30, inclusive, 1956.

## **Going passage**

To commence on date of sale—destination to be reached not later than midnight of tenth day after date of sale.

## **Final return limit**

Original starting point must be reached returning prior to midnight of tenth day after date of validation.

## **Routes**

Tickets will be routed via Canadian ticketing routes over which regular one-way fares apply and must read via the same route and railway lines in both directions, except that optional route privileges will be permitted as provided for in lawfully filed tariffs.

## **Accommodation accorded on trains**

Accommodation accorded on trains will be as shown in the tariffs in which the one-way fares are quoted.

## **Validation for return**

Tickets must be validated by agent at destination by stamp and signature in space provided on ticket, and by signature of original purchaser, whose bonafides as a teacher or student entitled to reduced fare transportation on the ticket

## Henry Birks & Sons (Western) Ltd.

### *Jewellers and Silversmiths*

School and Class Pins and Rings

Calgary

Edmonton

CATALOGUE ON REQUEST



must be attested by principal or other authorized officer of educational institution, as provided in certification coupon which will be included in special teachers' or students' tickets to be furnished to agents for the ticketing of this class of traffic.

**Exceptional conditions under which return portion of tickets may be exchanged**

When through illness or other extenuating circumstances, teachers or students are required to return to their homes during the school year and do not expect to return to complete the scholastic term, the return portion of original ticket may be lifted on surrender of bona fide request from principal or other authorized officer of school or college and a new ticket furnished free in exchange valid for continuous passage to point of origin via same route as lifted ticket.

**Stopovers**

Stopovers will be allowed on application to conductor at any point enroute on going trip within ten days from date of sale, and on return trip within final limit.

**Baggage**

Baggage may be checked in accordance with lawfully filed tariffs.

**Extension of limit of tickets on account of illness, etc.**

Extension on account of illness, etc. will be permitted in accordance with lawfully filed tariffs.

## **Banff Workshop Consultants**

The seventh Alberta Teachers' Association Banff Workshop will be held at the Banff School of Fine Arts, August 14-21, 1955.

### **Alberta Teachers' Association Administration**

**Lars Olson**

President, 1953-1954

Alberta Teachers' Association  
Holden, Alberta

## **Curriculum Making**

**A. George Bayly**

Director of Elementary Education  
Edmonton Public School Board  
Edmonton, Alberta

## **Group Dynamics**

**John Amend**

Assistant Superintendent  
Highline Public Schools  
Seattle, Washington

## **Educational Publicity and Public Relations**

**Belmont Farley**

Director, Press and Radio Relations  
National Education Association  
Washington, D.C.

## **Education Writing**

**William E. Porter**

Professor  
School of Journalism  
State University of Iowa  
Iowa City, Iowa

## **AGRICULTURE'S CONTRIBUTION**

Agriculture has made a great contribution to the development of Alberta in its first 50 years as a province.

Farming is by far Alberta's largest industry and the greatest source of new wealth. It is still the backbone of our economy.

To assist teachers in their study of the farming industry the Alberta Wheat Pool is distributing, free of charge, two useful pamphlets entitled "The Student's Story of Wheat" and "Save Our Soil". Those who are interested may obtain free copies by writing the Publicity Department, Alberta Wheat Pool, Calgary.

**ALBERTA WHEAT POOL**



# Convocation, May 1955

## University of Alberta

Students in the Faculty of Education, listed below, were granted the following degrees and diplomas at the University of Alberta Convocation held in Edmonton on May 17, 1955. The students were presented to Convocation by Professor H. E. Smith, Dean of the Faculty of Education, with the exception of those receiving the degree of bachelor of education in physical education who were presented by Dr. Maury Van Vliet, Director of the School of Physical Education, and those receiving the degree of master of education who were presented by Professor O. J. Walker, Director of the School of Graduate Studies. Degrees were conferred by Dr. E. P. Scarlett, Chancellor of the University.

### THE CLARENCE SANSOM MEMORIAL GOLD MEDAL IN EDUCATION

Dona Marie German, Calgary

### THE EDMONTON HOME ECONOMICS ASSOCIATION PRIZE IN EDUCATION

Eva Ogilvie Goldie Schneider, Edmonton

### FIRST CLASS STANDING

#### Fourth Year:

\*Dona Marie German, Calgary  
Margaret R. Robertson, Didsbury  
Donald C. Fair, Paradise Valley  
\*Albert Lloyd Peacock, Barons

#### \*University of Alberta Honour prizes

### ADMITTED TO THE DEGREE OF BACHELOR OF EDUCATION

Clara Amanda Angeltvedt  
Clydie A. Douglas Bird  
Mary Louise Bradley  
Hazel Kathleen Brown  
Mary Ellen Brown  
Leta Helen Canfield  
Jessie Ann Cashore  
Madeleine Marie Croteau  
Maryanne Carolyn Devine  
Marilyn Diane Hill  
Rosemary Holsworth, B.A.  
Joan Margaret Jensen  
Janet Ruth Lee  
Lorna Mary Livingstone  
Diane Isabel Marchmont  
Mary Genevieve Rosalie Meyer  
Eva Ogilvie Goldie Schneider  
Marise Elaine Graham Sinclair  
Grace Blain Taylor  
Georgina Frances Tingey  
Sylvia G. Ulan  
Elaine Joyce Wonnacott  
Arthur Bernard Baker  
Frederick David Clandfield  
Cornelius Lorne Dick  
Alfred Edmund Drews  
George W. Elashuk  
Donald Clarence Fair  
Ralph Hertzprung  
George Michael Loughheed  
Kenneth Townsend McKie  
Canute Walter Nelson  
Charles Thomas Peacocke  
George John Sackman  
Joseph Andrew Sisko  
Melvin Salway Tagg  
Verne William Trevoy

### ADMITTED TO THE DEGREE OF BACHELOR OF EDUCATION IN INDUSTRIAL ARTS

Theodore Roy Campbell  
Gordon James Lennon  
Reginald Bryan Targett

### ADMITTED TO THE DEGREE OF BACHELOR OF EDUCATION IN INDUSTRIAL ARTS AND GRANTED THE SENIOR DIPLOMA

Albert Lloyd Peacock

### ADMITTED TO THE DEGREE OF BACHELOR OF EDUCATION AND GRANTED THE SENIOR DIPLOMA

Verna Muriel Craddock, B.A.  
Margaret Ruth Crawford, B.A.  
Dona Marie German  
Jeanette Gorgichuk  
Michie Nakane  
Margaret Rose Robertson  
Beatrice Evelyn Luella Toole  
Elna Lois Joy Wynnchuk  
William Alan Bell, B.A.  
Cyril Groves, B.A.  
Gunther Jacobs, M.A.  
Dixon Jeremiah James Keane  
Alexander Douglas MacLeod  
Russell Matwychuk  
James Warren Moseley, B.Sc.  
David John Stanley Pritchard, B.A., B.D.  
Andrew John Shandro, B.A.

### ADMITTED TO THE DEGREE OF BACHELOR OF EDUCATION IN PHYSICAL EDUCATION AND GRANTED THE SENIOR DIPLOMA

Gladys Eileen McCoy  
Nora Pauline Olson  
Shirley Louise Wilson  
John William Baker  
John Duncan Dewar

### ADMITTED TO THE DEGREE OF MASTER OF EDUCATION

Lois Ruth Godwin, B.Ed.  
Mildred Isabelle Olsen, B.Ed.  
Kenneth Miller Grierson, B.A., B.Ed.  
Cameron MacDonald Hay, B.Sc. (Agric.),  
B.Ed.

### AWARDED THE SENIOR DIPLOMA OF THE FACULTY OF EDUCATION

Lois Lucille Alexander  
Gillian Mary Allen  
Gertrude Alice Baker  
Doris Jean Bingay  
Mary Yvonne Boyle  
Mary Pickett Brough  
Georgina Craig  
Jeanne Beatrice Currat  
Lois Elaine Deane  
Lorraine Marguerite Donais  
Olga Anne Doskoch  
Doris Patricia Dubetz  
Josephine Margaret Ferguson, B.Sc.  
Agnes Joan Fisher, B.A.



Irene Winnifred Ford  
 Donna Joanne Hamly  
 Joyce Bernice Hastings  
 Mary Jean Hicks  
 Glennie Delma Johnson  
 Leola Margaret Klein  
 Laura Doreen Lancaster  
 Jean Leavitt  
 Margaret Hildur Lien  
 Audrey Joan Lowe  
 Elizabeth Anne Lysne  
 Olive Mary MacKenzie  
 Bessie Jane Mah  
 Victoria Martens  
 Norma C. Monks  
 Jean Ann Margaret Parcels  
 Florence Winnifred Patterson  
 Lydia Claudia Pausch  
 Inger Pedersen  
 Elsie Wilhelmine Provan  
 Margaret Jean Quigg  
 Isabelle Evangeline Raychyba  
 Joyce Doreen Regehr  
 Irma Ritz  
 Daphne Margot Rogers  
 Dolores Marie Schultz  
 Helen Swainson  
 Mabel Vincett  
 Elsie Imogene Walker  
 Alice Elaine Webster  
 Barbara Margaret White  
 Mildred Margaret Witney  
 Claretta Bernice Wright  
 Jean Ashmore Young  
 John Leo Aaserude  
 Raymond Thomas Blacklock  
 William Stanley Calder  
 Jack Cleveland Calkins  
 Albert V. Cameron  
 Harold Henry Cash

Millan Karol Chrumka  
 Leverne Smith Collet  
 Walter Martin Cooper  
 John Wilfred Crowle  
 Wasyl Dymianiw  
 Richard Robert Eldridge  
 Kenah Edgar Arthur Exham  
 Peter Michael Feschuk  
 Kenneth Wayne French  
 Walter Martin Goos  
 Steve Sylvester Groszko  
 Phillip George Heath  
 Bernard Hughes  
 Lawrence Edward Kelly  
 Rodney Denning Kemp  
 Metro William Kondruk  
 Oscar Harold Kruger, B.Sc.  
 Robert Vincent Kubicek  
 Emil Nick Lukawesky  
 David Bruce MacDougall  
 Thomas McKendry  
 Randolph Hugh McKinnon  
 William Nikolaichuk  
 James Kristian Nielsen  
 Frank Lowell Peterson  
 Garfield Wilfred Potvin  
 James Charles Powell  
 James Ray Pringle, B.Sc.  
 William Robert Prunkl  
 Henry Jacob Rempel  
 Robert Hart Robinson  
 Keith Carl Roos  
 Frederick Davies Saint  
 William Sawka, B.Sc.  
 George William Ross Stephen  
 Robert Edward Stewart  
 Rudolf Szlczak  
 Roman Tratch, B.A.  
 Harvey Wilfred Zingle  
 Ernest Gustauf Ferdinand Zutz

## Minister's Message

*(Continued from Page 40)*

generations, in stability, in learning, and in professional training and competence. The impetus for this progress has come from the zeal and determination of our teachers themselves. These qualities can be measured in many ways: by our summer school enrolments; by the ob-

jectives and activities of your professional organization; by the part teachers have played in recent years in the shaping and sharpening of educational policy; and most of all by the general competence and alertness of the young people who are graduating in these days from our schools.

## ***Alberta Teachers' Association Professional Assistance Program***

The Alberta Teachers' Association has established a fund to make available loans as financial assistance to students in education and teachers in the field, to enable them to continue their intramural program in the Faculty of Education. Repayment of loans must be commenced the first year of employment following granting of the loan.

Complete regulations and prescribed forms for application are available from the general secretary-treasurer of the Alberta Teachers' Association.





# Official Bulletin, Department of Education

No. 169

## School Act Amendments

Most of the amendments to *The School Act* passed at the last session of the legislature were of an administrative nature affecting the routine of elections and other matters of little direct interest to teachers. The following, however, may well be brought to teachers' attention.

1. A new section reads as follows—

"331a. If a teacher is or has been participating in a strike under *The Alberta Labour Act*, any contract of employment entered into between the teacher and another board be-

fore the strike is terminated is void, unless the board involved in the strike consents in writing to the teacher accepting employment with the other board."

2. A new subsection was added to section 339 as follows—

"(4) If a teacher enters into a contract of employment with another board his notice to terminate his existing contract of employment shall, in addition to complying with the other requirements of this section, be given within eight days after the new contract is made."

## Fifty Years of Education in Albrta

(Continued from Page 11)

dormitories are 'homes away from home' for those who cannot make use of the conveyances. The aim of school boards today is to make secondary education available to all young people irrespective of place of residence, economic status or special ability. To this end, the Alberta School Trustees' Association along with the Canadian School Trustees' Association is advocating equalization of both educational opportunities and educational costs, increased grants from the provincial government and supplementary per pupil and equalization grants from the federal government.

## The University of Alberta

In September, 1908, in the attic of Queen Alexandra School, president

Tory with four staff assistants, two of whom were Dr. W. H. Alexander and Dr. E. K. Broadus, started the University of Alberta. The 48 students who registered spent the first term in Queen Alexandra School and then moved in January to the top floor of Strathcona High School. In the first graduating class, 1911, was R. H. Dobson; in the second, A. E. Ottewell. The University of Alberta has expanded until last year it had a full-time teaching staff of 263 and a full-time student body of nearly 4,000. In 1908, there was only the Faculty of Arts and Science; now there are seven faculties and five schools offering practically all types of university education required in the province. In early years the university through its Extension Department took the university to the people. Mr. A. E. Ottewell, a





## ATTENTION GUIDANCE OFFICERS AND TEACHERS

The Alberta Department of Agriculture invites students and teachers of high schools to visit at some convenient time one of the

Schools of Agriculture and Home Economics,  
**Olds, Vermilion or Fairview.**

When you are planning a trip with your class why not drop in at one of these institutions? They offer excellent facilities for field studies and picnics. Milk or coffee will be provided to such groups without cost. If you plan a visit, please write or 'phone to the principal beforehand to arrange details.

Information about the courses offered at the Schools of Agriculture and Home Economics will be provided on request. Write to one of the principals or to the Department of Agriculture.

J. E. Birdsall,  
Principal,  
Olds School of  
Agriculture

N. N. Bentley,  
Principal,  
Vermilion School of  
Agriculture

J. E. Hawker,  
Principal,  
Fairview School of  
Agriculture

**Alberta Department of Agriculture,  
Edmonton, Alberta**

**Honourable L. C. Halmrast,  
Minister**

**R. M. Putnam, Superintendent,  
Schools of Agriculture**

pioneer in extension service in Canada, covered rural Alberta in Model T roadsters and coupes for 16 years after his appointment as director in 1912. Very frequently during those years I met those Model T's and their owner on the trails of South-Central Alberta. The work begun by Mr. Ottewell has been continued and expanded by his successors. The present Director of the Extension Department, Mr. Donald Cameron, has with industry, patience, sound judgment and vision, introduced and consolidated scores of services typified by the offerings of the Banff School of Fine Arts. The Banff School, housed in fine chalets on the slope of Summit Mountain enrolls over 600 students each summer in courses that have become not only national but international in appeal.

### **Recurring problems**

It is interesting to note how frequently today's problems are referred to in the literature of earlier years. Short-

term policies of teacher training, for example, are not new. In 1906, principal Bryan of the Calgary Normal School said that a four-month training period had been in effect for 13 years in the Northwest Territories and that Alberta in following the practice of the territories was handicapping the schools.

Department of Education officials are always reputed to be kept busy on committees and with extra assignments whenever their regular duties would normally give a brief holiday. I read that, in the spring of 1906, after the normal school session ended, Messrs. Bryan and McCaig held 12 institutes in various parts of the province. No special honoraria are mentioned.

In 1917, in his presidential address to the Alberta Teachers' Association, Mr. T. E. A. Stanley reported that the teacher shortage in Canada was thought to be about 5,000. Thirty-eight years later there were still over 5,000 persons without professional training substituting as



teachers in Canada. The teacher shortage rolls like tumble weed down the years.

In 1912, Mr. T. B. Kidner, Director of Technical Education, Calgary, when addressing the Alberta School Trustees' Association reminded his audience that, "Education must consider the whole child". Apparently progressive education didn't discover the whole child after all.

In administration certain problems persist. In 1906, the towns of Southern Alberta protested that Mormon farmers were not contributing their fair share of school taxes. Their farms were necessarily in the country but their children lived in town and were being educated by urban school boards who received no revenue from the farms. For several years this same problem worried the school board of Drumheller, where coal miners resided as squatters on urban property while working in the mines of the Red Deer Valley. In 1955, workers in the industrial area east of Edmonton lived within city limits and aggravated the building and staff problems of the Edmonton School Board. There have always been several districts wrestling with this problem of 'taxation without representation' in reverse.

Department of Education grants to schools have changed greatly in nature. They have changed in both amount and purpose. In 1905, there was a basic operation grant of 90c to \$1.20 per day supplemented by stimulation grants for lengthened operation periods, regular attendance and the engaging of teachers with First Class Certificates. While a few stimulation grants have remained, the main emphasis of the grant structure is now on equalization of tax rates throughout the province. The per pupil and per teacher grants are not equalizing in their effect but the equalization grant and the tax reduction subsidy are truly equalizing in their effect. In 1905, government grants averaged \$5.50 per pupil; this year, they will amount to more than \$100 per pupil. For

the current year the grants authorized by the legislature are, \$18,160,000 for operation, \$4,500,000 for school building assistance and \$6,600,000 as a tax reduction subsidy. Schools cannot do effective work without adequate funds. We shall be most enthusiastic and happy if this tax reduction subsidy proves to be a grant in aid of education and not merely an indirect grant to municipalities that succeed in reducing or standardizing educational costs. If these new grants give most assistance to needy districts making maximum effort to raise educational standards while assisting less generously all districts interested more in lowering the tax rate than in providing good service for school children, schools can and will continue to improve.

### The future

When present policies and trends are projected into the future they seem to forecast these results.

- In school finance the goal will be equalization of costs paralleled by foundation programs with pre-determined expenditure levels. Senior governments will pay a much larger share of education costs than they pay today. The reasons for these changes are rather apparent. Much of the expenditure of local school boards is necessitated by provincial regulations, while the needs of industry and commerce, of immigration and of defence bring the federal government into the picture. Federal funds cover family allowances and unemployment insurance; health services are now supported; state medicine is being proposed; the provision of public education cannot under these circumstances remain for long the heavy, local responsibility it is today. Foundation programs supported by both the provincial and the federal government are already in the blueprint stage.

- Instead of an educational system with nine years of elementary and intermediate grades, three high school years and three to five years of university,



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the future system may be one with six elementary grades, four years of high school, four years of junior college and two to five years of university. The junior college will become the university of the masses. The university of the future will be a school of professional and advanced general education.

- The minimum period of teacher education and training beyond senior matriculation will be four years—two years of training beyond graduation from junior college. Programs will be general and non-professional to the end of the junior college but more specialized than at present after that point.

- The psychology and methodology of high school subjects will overtake the long lead now held by these studies in elementary school grades. There has been much experimentation at the elementary school level; the secondary school field has been shamefully neglected. It will not be long until high school classes are considered indispen-

sable parts of demonstration and experimental schools.

- Examinations, tests and promotion standards will regain the respect of many teachers and administrators who have been so distracted temporarily by all the modern talk about educating the whole child that they have minimized the importance of guaranteeing pupil mastery of subject matter.

- Secondary education will not continue to be free for pupils who are not interested; pupils will be required to pay fees if in the opinion of the teaching staff they are not making satisfactory progress. Many administrative problems of the school will be solved when the parents of pupils who refuse to apply themselves to school work are required to pay fees covering the full cost of instruction.

- With the greater responsibility that will be given them in determining curricula, in the administration of their schools and in general policy making,



teachers will find in their profession more freedom, interest and satisfaction.

- Education in Alberta lacks a definite pattern. It has not yet harmonized British and United States influences. It has accepted without reconciliation the teaching of Scottish universities, the University of London, Teachers' College of Columbia University, the University of Chicago, the University of California and other graduate schools of education. Our graduate students ordinarily study the administration of United States school systems, the psychology currently stressed by some one special school of thought, a philosophy that has not made peace with its fellows, and the history of education of almost every important country except Canada. All these conflicting influences are at work in this little province of Alberta with its one teacher-training staff and its mere 7,000 classrooms. If you would see the

result, sit with a group of educationists for an evening and listen to their discussion of modern education. Although uniformity of thought and practice is not desirable, neither is the present diversity that borders on chaos. Eventually we shall evolve something recognizable as distinctly Canadian in educational philosophy and practice—to date we have been followers, not leaders. To speed educational progress Canada needs a graduate school of highest quality where the best that is new in education everywhere can be interpreted, evaluated, coordinated and adapted to local use, and where the administration of Canadian schools and the history of Canadian education receive the attention they deserve. I foresee the organization of such a graduate school as the most important development of the decades immediately ahead.

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For information

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## H. C. Newland

*(Continued from Page 22)*

problems of the day. At times his mind would leap to ultimates and leave us far behind.

Dr. Newland resigned in 1945. Had he stuck it out for three years he could have retired on pension. But he was not the 'stick-it-out' type. So he quit, incurring thereby a serious financial loss.

This is why. He had, as Dr. LaZerte says, "certain principles on which he would not give ground because he was working toward a goal". One point on which he insisted was that the methods of propaganda have no place in education. Most ministers of education are reluctant to interfere with their permanent officials. But at least one minister of education insisted that elements of his political philosophy should be introduced into the curriculum. Dr. Newland stood on the

ground that students must be free to investigate all ideas, untrammelled by indoctrination. So he resigned.

Later, Dr. Newland served in Saskatchewan as director of research for education. He was special adviser and consultant on a number of topics. He assisted quite extensively in the field of curriculum planning and the rearrangement of the teacher-training program, and in the development of aims and basic philosophy of the high school social studies. "His contribution was much appreciated", says the Honourable Woodrow Lloyd, Minister of Education for Saskatchewan, "and my only regret was that it could not have been for a longer duration."

Dr. Newland returned to Edmonton late in 1947 and proceeded to article for the practice of law. But in a few months he was gone. A great scholar



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and a great educator, Dr. Newland planned and built an educational system on a grand scale. He put verve into education and stripped it of the maudlin sentimentality and fuzzy thinking that had characterized education in Alberta up to the time his restless spirit erupted on the scene.

## Ideas for Conferences and Conventions

*(Continued from Page 27)*  
cigarettes, complimentary tickets?

6. Has a speaker been assigned for luncheon or banquet?
7. Has a luncheon or banquet chairman been selected?
8. Have the following dance arrangements been made—hall reserved, orchestra engaged, doormen appointed, charges set, change provided, complimentary tickets?
9. Have arrangements been made for

theatre party—place, time, charges, complimentary tickets?

## Sundry

1. Have suitable preparations been made for registration—time, place, sufficient help, change, extra registration forms, programs?
2. Have convention certificates been ordered from the Department of Education?
3. Has the mayor of the city or town or some other person been invited to open the convention?
4. Have deposits, if required, been made for rooms and meals?
5. Have arrangements been made to meet and entertain guest speakers?
6. Have arrangements been made with bus company or railway for special fares?
7. Have arrangements been made for transportation of demonstration groups?



8. Have complimentary tickets been issued to—guest speakers, Department of Education, Faculty of Education, and Alberta Teachers' Association representatives, superintendents, mayor, others?
9. Have arrangements been made for publicity and proper news coverage of convention?
10. Have arrangements been made to hold a meeting open to the public—time, place, topic, speaker, chairman?
11. Have letters of thanks—to speakers and others—been prepared in advance?

#### Post-Convention

1. Has post-convention publicity been arranged?
2. Have all attendance certificates been checked and signed?
3. Do certificates balance with receipts?
4. Do dance receipts balance with tickets?
5. Have all bills been paid?
6. Have signed certificates of attendance been mailed to school boards? (Issuance of certificates of attendance should be contingent on attendance at the local business meeting.)
7. If it is the practice to refund fees to those teachers who took part in the program, has this been done?

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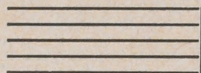
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## Notice to Retiring Teachers

The Board of Administrators, Teachers' Retirement Fund, wishes to remind all retiring teachers that pensions do not begin automatically and that it is necessary for them to make application. All teachers, **who plan to retire as at June 30, 1955**, are urged to contact the Board as soon as possible, so that the granting of their pensions will not be delayed. Formal application for pension must be filed in the office **before September 1, 1955** (see 9 [f]). Address all letters to Barnett House, 9929 - 103 Street, Edmonton, Alberta.

Eric C. Ansley,  
Secretary-Treasurer,  
Board of Administrators.

### By-law No. 1 of 1948

9. (a) Any teacher who retires from teaching service upon or after attaining the age of sixty years, and who has completed not less than fifteen years of pensionable service, shall be paid a normal pension out of the Fund upon his written application to the Board.
- (f) Unless otherwise ordered by the Board, a pension shall commence on the first day of the month next following the receipt by the Board of the application unless salary as a teacher is then currently accruing to the applicant in which case it shall commence on the first day of the month next following cessation thereof; and shall accrue and be paid monthly in equal installments on the last day of each month.

## Mental Health

(Continued from Page 35)

the part of parents that the school bring pupils of widely varying abilities up to one uniform high standard. Indeed, if every child—gifted, average and dull—had a fair chance at learning in accordance with his ability, the differences between children in achievement would be greatly increased, not lessened.

One of the largely unsolved administrative problems is, in accordance with the above, adequate provision for individual differences in pupils' ability to learn. One error lies in thinking that a curriculum suited to average children is also the best curriculum for gifted and dull pupils. This seems extremely doubtful to say the least. In the same way, the gifted do not need merely the ordinary methods of teaching speeded

up. Rather they need a type of teaching which stimulates their creativity and encourages independent thinking and the tackling of problems on a wide scope. The dull do not need the ordinary methods of teaching slowed down but methods which take account of their short interest-span and attention-span and their inability to see complex relationships or to organize material or to make analogies.

The current dissatisfaction with schools seems to stem from demanding of teachers an impossible job—namely, to develop a uniformly high grade of citizen and scholar through the use of a uniform curriculum and uniform methods of teaching for pupils of widely varying abilities and needs.

The question of homework needs re-



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- (3) Teachers who move from one district to another must:
  - (a) If the new district is a qualified sub-group—  
Notify head office of the Alberta Teachers' Association of intention to move and request a new payroll deduction card. This must be completed and returned to head office of the Alberta Teachers' Association.
  - (b) If the new district is not a qualified sub-group—  
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- (4) If you wish to terminate your insurance notify head office of the Alberta Teachers' Association.
- (5) You may continue to carry your insurance on leave-of-absence if you arrange to pay premiums in advance either half-yearly or yearly.

view in the light of what it does to a child's mental health—including his ability to meet the demands of life. A good deal of thinking should be done as to the **purpose of homework**. Is it just 'busy-work', or is it an attempt to lessen the effect of individual differences, or is it meant to train pupils in independent study? The amount of homework and the grade levels at which it is demanded should be reviewed in the light of the effect on the child.

The school's practice with respect to grading and promoting should be considered in the light of what it does to a child's feeling reasonably comfortable about himself and of being able to meet the demands of life. There is one simple principle to be followed in grading and promoting. A child should be placed in the grade or group which will,

in the teacher's or principal's best judgment, best promote his all-around growth and development. This is a difficult thing to do as there is involved a balancing of many factors such as chronological age, size, health, physiological maturity, mental age, I.Q., school achievement and work habits.

Other administrative practices and regulations need to be considered in the light of the effect they have on the development of emotional sturdiness in the child. The school's attitude toward and handling of extra-curricular activities is important. So is the school's attitude and practice with respect to examinations and various forms of parent-teacher cooperation such as home and school or parent-teacher associations.

In conclusion, our best evidence is that the emotionally disturbed or



troubled child is a poor learner from any angle including the strictly academic. The school has no choice but to be interested in helping its pupils to

feel comfortable about themselves, to feel right about other people and to be able to meet the demands of life.

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# NEWS

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## OUR LOCALS



### **Faust-Kinuso Sublocal**

Members of the sublocal met at the home of Mrs. B. Bannister in Faust on April 29. The proposed salary schedule was discussed. Plans were made for the sublocal track meet to be held in Kinuso on June 3. D. Tarney, principal of Slave Lake School, gave an interesting report concerning the Annual General Meeting. The sublocal's next meeting will be held in Kinuso.

### **High Prairie Local**

A meeting of the local executive was held on May 14 at which the proposed salary schedule was discussed. The negotiating committee will be receiving the results of a secret ballot from all teachers to report to the divisional school board. By a general vote of the teachers, it was decided that the local attend the convention at Fairview next fall. The local track meet will be held on June 4 at High Prairie.

### **Irma Sublocal**

Meetings during the year were held at the following schools: Metropolitan, Passchendale, Albert, Jarow, and Irma. The sublocal had its school festival in April. Mrs. C. Higgin and C. H. Peacocke were adjudicators. A games meet has been planned for May 28. The last meeting for the year will be held in the Irma School. Superintendent L. G. Hall will be asked to speak on promotion policies.

### **Killam Local**

D. T. Walmsley reported on the Annual General Meeting at which he was one of the delegates. H. A. Stuve re-

ported for the salary negotiating committee. The track meet was postponed until fall in accordance with the suggestion of the principals' meeting. R. J. Leskiw and Ken Churchill were selected to represent the local at the Banff workshop.

### **Lac Ste. Anne Divisional Institute**

A successful one-day institute on promotion policies was held in the Sanguo School on April 20; 70 teachers attended. The program was sponsored by the Lac Ste. Anne Educational Club. Its steering committee, chaired by Superintendent J. I. Sheppy, organized and directed the activities.

The problems discussed were handled in small workshop groups. Some groups prepared reports for publication, while others reported their findings to a general assembly held during the latter part of the day. Those present were impressed with the variety of forms of presentation. Oral reports, panel discussions, and dramatization were among those used.

A. B. Evenson, Associate Director of Curriculum, attended the institute. He was called upon, as he visited the workshop groups, to provide background information on many problems. During the noon luncheon meeting, he gave an interesting talk on population trends in Alberta.

### **Northeast Calgary Rural Sublocal**

The May meeting of the sublocal was held in the Airdrie School. The secretary reported that the sublocal certificate had been received from head office. Congratulations were extended to L. R.



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Workman on his election as representative for the Calgary District constituency on the Executive Council.

Lorne Bunyan, chairman of the track meet committee, made several suggestions regarding the meets to be held on May 30 in Beiseker and Crossfield. L. R. Workman and F. Lutic, delegates to the Annual General Meeting, reported on such topics as pensions, group insurance, teacher training, and educational research.

K. Gooderham, continuing the study of the code of ethics, which was begun last meeting, gave a lively talk on what teachers can do to improve educational practice. He emphasized that extra study, travel, work, and the application of good psychological and pedagogical principles would improve the teacher's contribution to society. F. Lutic outlined some of the highlights in the booklet, "Promotion Policies in Alberta". The results of the questionnaire showed

that 92 percent of the teachers discussed borderline cases with the principal, superintendent, or other teachers before making a decision. Another interesting point of the survey was that most student failures are due to poor mastery of subject matter. The number of student failures as compared to accelerations would indicate that possibly the acceleration program does not get the emphasis it should.

### Peace River Sublocal

On May 11, members of the sublocal met at the home of Mrs. Jean Mitchell for a supper meeting. Highlights of the meeting were reports on the Annual General Meeting given by M. Ukrainetz and W. D. McGrath. Discussion on particular points of interest followed.

### Red Deer City Sublocal

The regular monthly meeting was held in the lunchroom of the Junior High



School on May 11. The meeting opened with a roll call to which the members replied by telling where each intended to spend summer holidays.

District Representative D. A. Prescott gave an informative report on the Annual General Meeting. R. George, chairman of the program committee, reported on the meeting with G. H. Dawe, superintendent of city schools, regarding making provisions for children of above and below normal intelligence in the next school year. Mr. Dawe commended the teachers for their efforts in taking up an educational project which would benefit the educational system of the city schools. The nominating committee presented its proposed list of nominees for next year's executive.

### **Rocky Mountain House Local**

The Alberta Teachers' Association rural school ball tournament for Rocky Mountain rural schools, held at Benalto on May 20, was one of the most successful of its kind ever held there. Twenty-one rural school teams competed for the two pennants and cup in perfect weather.

In the low-enrolment class, New Centreville defeated Blueberry Valley to win the pennant for that class. In the larger-enrolment class, after eight hours of eliminations on the five diamonds, Aurora defeated Red Raven. New Centreville, although outclassed by Aurora, won the hearts of the fans in the final. The outstanding feature of the day was Aurora's battery. Merle Allen, the pitcher, and Barry Allen, the catcher, were a team in themselves. Three of the teams, Medicine Valley, Craig, and New Hill, had girl pitchers.

### **St. Albert Sublocal**

The sublocal met on May 17 with 17 teachers present. R. Ferguson, local councillor, gave a report on the plans for the banquet for Superintendent R. J. Scott to be held at the Macdonald Hotel on June 18. J. T. Fink, of Legal, reported on the resolutions and other highlights of the Annual General Meeting.

### **Stony Plain Local**

A final dinner meeting of the local was held on May 28, attended by ten teachers. President R. Sauder conducted the meeting.

A letter was read from the District Council representative dealing with salaries, status of teachers, increases in size of locals, housing, and a proposed college of teachers. Discussion took place regarding the 1955 Banff workshop, and it was decided to send two delegates, B. Spaner for the general course, and H. Pylypow for the education writing course. A resolution was passed to the effect that further consideration be given to organizing a college of teachers in order to raise the standards of the profession. A motion that all delegates representing the local would be reimbursed in advance was approved. B. Spaner, chairman of the salary negotiating committee, reported on the recent zone meeting. The zone policy was to have the different locals negotiate directly with their respective divisional boards.

It was decided to call a meeting of the local on the third Saturday in September at Stony Plain. Vice-president W. M. Bell will be in charge of this meeting.

### **Taber Local**

The executive committee of the local met at the home of Frank Peterson on May 13.

Discussion took place briefly concerning the Annual General Meeting. The local constitution, as prepared and ap-

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proved with one or two very minor changes, is now to be mimeographed and distributed to all teachers in the division early in September. It was decided to send representatives to both the general and education writing courses at this year's Banff workshop. A nominating committee, composed of Mrs. L. Flood, W. R. Broadfoot, Leslie Cluff, C. D. Kelly, and L. D. Lytle, was appointed. The committee is to prepare a slate of officers and present it at the fall convention business meeting. Mr. Cluff accepted the chairmanship of a committee to be selected by himself to organize a supper meeting and workshop for the third Friday evening in September. The topic of the workshop will be "Local ATA Administration". An audit committee was set up to audit the books during the third week of September. Mrs. Wanda Beaumont and H. B. Myers were selected to attend the Lethbridge Convention Committee meeting.

#### **Vegreville-Lavoy Sublocal**

Detailed plans were made at the May 11 meeting of the sublocal for the school track and field meet to be held in Mannville on June 1. Only winners in the local meets will attend this final meet, and they will be accompanied by the teaching staff. Mrs. R. Madsen and Nick Hrynyk reported for the policy committee on the progress in salary negotiations. Various committees were appointed to look after the June Rally to be held in the new auditorium of the Vegreville High School on June 24. A social hour and lunch followed the business meeting during which the staff had the opportunity of meeting some of the new teachers on the staff, Misses Grace Eyben and Jessie Gresiuk, and Orest Steblyk.

#### **Vulcan County Local**

The salary negotiating committee of the local, Mrs. Ruby Campbell of Carmangay, Francis Burchak of Vulcan, and Tom Clarke of Milo, reached an agreement with the County School Committee in February regarding teachers' salaries

for the next school year. The basic minimum salary has been raised \$100 for those who have had two years or more of university training and the allowable total for accumulative sick leave has been extended to 80 days.

The May meeting of the local was held on May 5 at Vulcan, following an institute on the topic of the teaching of reading. Tom Clarke presided at the meeting. It was decided that this year the track meet and jubilee program would be combined. After discussion, it was decided that one-third of the total number of teachers in the local would constitute a quorum. This amendment to the constitution will be referred to the provincial executive.

The June meeting will be a banquet held in the Vulcan High School on June 15. Miss Marian MacKay will arrange for the menu and work with the home and school association which will cater. Mrs. Mae Todd is in charge of the program to which each school will contribute an item.

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#### **Rewarding Rockies Vacation**

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The matters of engagement of a teacher, termination of contract, termination of designation, and transfer should be known by all teachers.

**Teachers' Contracts**—Application for a teaching position should be either by letter or by filling in an application form provided by the school board. When the school board offers the teacher a position following an application, or without application, the teacher has eight days after the date of the board's offer to accept the engagement. When a teacher accepts the offer of the board the contract is complete, and the teacher is bound to begin teaching on the day school opens in September. If the teacher does not accept the offer of the board within eight days, no contract exists. However, the teacher may ask for reconsideration of his application after the eighth day. (Section 331 of *The School Act, 1952.*)

If there are conditions to acceptance of engagement, such as the school or room, rent for the teacherage, the amount of the isolation bonus, etc., all such conditions should be in writing and should be signed by both parties. There is no written contract, as such, except to cover temporary employment and conditions of employment as enumerated previously. The acceptance by the teacher of an offer made by the board, and the salary agreement, form the contract.

Before accepting a position with a school board, teachers should know the salary agreement, living and working conditions, and the record of the school board and the superintendent in their relationships with teachers.

Before making application for a position, a teacher should be certain that the school board is in good standing with the Alberta Teachers' Association. If adequate information is not available, the teacher should write to head office of the Alberta Teachers' Association before accepting a position.

**Termination of Contract by a Teacher**—No teacher shall give notice to terminate a contract effective in any month except July or August, unless he obtains the approval of the Minister of Education. Notice to terminate a contract must be given in writing on or before



the fifteenth day of July and may be delivered in person or by registered mail, and, in the latter case, the notice is deemed to have been given on the day on which it is mailed.

*The School Act, 1952* was amended at the last session of the legislature by the addition of subsection (3) to section 339, requiring a teacher entering into a new contract of employment with another board, to give notice of termination of the existing contract to his present employing board within eight days after the new contract is made.

It should be noted that contracts may be terminated at any time with the consent of both parties.

**Termination of Contract by a School Board**—A school board may give notice under section 338 of *The School Act, 1952* to terminate a contract effective in the month of July, such notice to be given on or before the preceding fifteenth day of June, and is deemed to be properly given if sent by registered mail to the teacher at his last known post office address.

Teachers should contact head office immediately on receipt of notice of termination. All applications for a hearing before the Board of Reference must be filed with the Minister of Education not later than the thirtieth day of June.

Teachers are not required to resign on the request of the school board. They should communicate with head office immediately a request to resign is received, either verbally or in writing.

**Termination of Designation of Principal**—A school board may give thirty days' notice of termination of designation of principal, provided the notice of termination is given before the preceding fifteenth day of June.

If such notice of termination is received, the principal may, within seven days of receipt of the notice, request, in writing, a hearing before the board, and the board shall provide an opportunity for the teacher to appear before the board within fourteen days of receipt of the request for a hearing. If the board does not withdraw its notice of termination, the teacher may, within seven days of the hearing, appeal to the Minister of Education, who shall cause an investigation to be made, and who may, in his discretion, confirm or disallow the termination. (Sections 368 and 369 of *The School Act, 1952*.)

**Transfers**—A board may transfer a teacher, on seven days' notice in writing, from one school or room in its charge to another, at any time during the school year. The teacher, within seven days after receipt of the notice, may request in writing an opportunity to be heard



before the board. In all cases of transfer not acceptable to the teacher, the teacher should communicate with head office immediately after receiving the notice of transfer.

**A Few Words of Caution**—Do not sign any contract hastily. Investigate first, instead of after having signed the contract. Do not sign application and acceptance forms at the same time. *The School Act, 1952* gives every teacher eight days in which to investigate the offer of employment. With 200 school boards and 7500 teaching positions there is great variation in salaries, living accommodation, relationships with school boards, superintendents, parents and public. It will be to your advantage to investigate all these matters carefully before accepting engagement.

### **Meetings and Conventions**

The annual convention of The Alberta Federation of Home and School Associations Incorporated was held at Banff the week of April 26. President G. S. Lakie represented the Alberta Teachers' Association at the convention.

A meeting of the provincial executive of The Alberta Federation of Home and School Associations Incorporated held on April 29, at Banff, was attended by Frank J. Edwards, the Alberta Teachers' Association's representative on the executive.

The ATA Resolutions Committee met on May 7. Plans were made for the printing of a booklet of ATA policy resolutions.

The Faculty of Education Council met on May 11.

On May 19, 20 and 21, the Western Conference of Teacher Educators was held in Winnipeg. G. S. Lakie and I attended.

The General Curriculum Committee met on May 27.

### **Edmonton City Arbitration Award**

This unanimous award has been accepted by the teachers and by the school board. The most significant part of the award is that it sets the maximum salary at \$5275 for a teacher with one degree, and at \$3,300 for a teacher with one year of training. This is a difference of \$1,975. All teachers in Alberta who do not have degrees, and who are able to take time off to attend university, or who can attend summer school, should begin to improve their qualifications without further delay. The Edmonton arbitration award may set the pattern for some years to come, not only in Alberta but in western Canada. Another significant part of the award establishes the principle of long service bonuses for teachers who do not have their degrees, and who cannot be expected to take a year off for study, or to start the long grind of summer school sessions.



## The Six-weeks' Course of 1955

It has been announced that about 48 have registered for this course. It hardly seems worthwhile to lower the teaching standards to this extent to get so little additional help.

## Provincial Election

It was hoped that, when the provincial election was held in 1956, educational problems such as the six-weeks' course, granting of permanent certificates to teachers with one year of teacher education, *The County Act*, which has done away with fiscally independent elected school boards in the seven counties, the tax reduction subsidy and its effect on salaries, and the freezing of teachers to their jobs for the duration of a strike would be brought to the attention of all candidates for election, all teachers, Home and School Associations, and other groups interested in the welfare of education, and that all of these matters would receive the attention they merit. However, following a rather stormy session in February and March, the twelfth legislature of the Province of Alberta was dissolved on May 12, quite unexpectedly, and it appears likely that matters other than educational problems will receive first consideration. The election will be held on June 29, making it possible for all teachers to vote.

*Erick Ansley*

## ***Clover Bar Division Rejects Award***

Teachers considering making application for positions in the Clover Bar School Division are requested to contact Head Office of the Alberta Teachers' Association immediately.

The board of trustees of the Clover Bar School Division has rejected the award of the board of arbitration. Earlier the Clover Bar teachers accepted the award.

Clover Bar teachers are holding meetings to consider what action may be invoked to effect a settlement of the dispute.

As they occur, developments will be reported to the newspapers and radio stations.







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